

**Utilising Social Entrepreneurship to Facilitate the Successful Transition of
Foster Youth to Adulthood in South Africa**

By

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LSXTSA001

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specialising in Inclusive Innovation.**

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ABSTRACT

Young people, emerging out of the foster care system, often struggle to become productive and self-sustainable adults in society. They are at high risk of being trapped in poverty and unemployment for their entire adult life because they are unable to make a successful transition out of the foster care system to adulthood.

The purpose of this study was to explore how social entrepreneurship can be utilised to establish a developmental transitional service to facilitate the successful transition to adulthood of youth in foster care. The research participants were purposefully selected and comprised social workers and foster youths based in the township and the former homelands of the Free State.

Data was collected using in-depth interviews and focus groups and was analysed using content analysis. The study found that the current model of the foster care system is not designed to facilitate and support foster youth to make a successful transition to adulthood. This may be ascribed to the following:

- The legislative requirements imposed on this population group,
- The lack of preparatory transition services and
- The limited capacity of social workers to address the needs and challenges of foster youth.

The study concludes that intervention is needed in the foster care system to prepare, equip and support foster youth to become productive and self-sustainable citizens. Through the application of the social entrepreneurship framework, this study demonstrates how existing resources and new actors can be leveraged to provide a developmental transitional service that will serve to promote the resilience of youth in foster care and assist them to break the cycle of poverty.

***Keywords:* Social entrepreneurship, foster care system, foster youth, systems approach, transition to adulthood**

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List of Acronyms

CDA	- Child Development Account
CPO	- Child Protection Organisation
CSG	- Child Support Grant
CSI	- Corporate Social Responsibility
DSD	- Department of Social Development'
DoCJ	- Department of Justice and Constitutional Development
DoE	- Department of Education
ESS	- Employee Satisfaction Survey
FCG	- Foster Child Grant
FET	- Further Education and Training
FYDA	- Foster Youth Development Account
FYDP	- Foster Youth Development Program
ILP	- Independent Living Programs
IUD	- Intrauterine Contraceptive Device
KIHASA	- Korean Institute for Health and Social Affairs
MOOC	- Massive Open Online Courses
Mphil	- Master of Philosophy
NEET	- Not in Education, Employment, Training
NGO	- Non-governmental Organisation
NSFAS	- National Financial Aid Scheme
OWH	- One World Health
SASSA	- South African Social Security Agency
YiPPEE	-Young People in Public Care Pathways to Education in Europe

CHAPTER 1: INTRODUCTION

1.1 Purpose of the research study

The purpose of this research study was to explore how social entrepreneurship can be utilised to establish a developmental, transitional service to facilitate the successful transition of foster youth to adulthood.

1.1.1 Why is the study located within the Graduate School of Business?

This study is located within the UCT Graduate School of Business, not the Department of Sociology, because the business school has challenged itself through programmes such as the Mphil Inclusive Innovation to engage in socio-political and economic context in which it is embedded. Through that, it creates a platform for individuals who have identified real and pressing social problems in society and are eager to find systematic and transformative solution for them. The ultimate aim is to disrupt social and economic systems which do not serve the needs of the poor and marginalised population groups in our society. The teaching, learning and research that occurs within the business school equips individuals who want to drive systematic change in society with the necessary understanding, skills and knowledge to innovate sustainable business models that drives social change. This feature is not necessarily available within the faculties of Sociology, Social Work or Development.

1.2 Problem to be addressed

This research identified the foster care system as a system that operates in a stable but unjust equilibrium. It causes exclusion and suffering of youth who are making a transition to adulthood. The transition to adulthood has become more complex and much longer process for young people in the 21st century (Arundel & Ronald, 2016). Making a transition to adulthood is an important period in anyone's life because it serves as a link between the development of childhood, adolescence, and adulthood (Settersten, 2007). Making a transition to adulthood is characterised by the adoption of multiple roles and responsibilities that often occur parallel to each other. These include completing school to move on to either further education to obtain formal qualifications and/or moving into full-time employment, leaving the parental home to set up own accommodation, forming romantic relationships, getting married and becoming a parent (Stein & Munro, 2008; Settersten Jr & Ray, 2010).

Unfortunately, the outcomes of youth transitioning out of the foster care system to adulthood are characterised by low educational attainment, lack of employment prospects, poor health, homelessness and early parenthood, and often some of these youth get into conflict with the law (Stein & Munro, 2008; Chiroro, Seedat, & Woolnough, 2009; Osgood, Foster, & Courtney, 2010; Tanur, 2012 and Xie, Sen, & Foster, 2014). According to Chiroro *et al* (2009) and Tanur (2012) foster youth that exit the foster care system in South Africa are less likely to pursue higher education, more likely to have experienced economic hardship and more likely to be unprepared and ill-equipped to cope with the demands that comes with transition to adulthood.

Also, this population group is at high risk of social exclusion. “Social exclusion is a set of processes, including within the labour market and the welfare system, by which individuals, households, communities or even whole social groups are pushed towards or kept to the margins of society. It encompasses not only material deprivation but also more broadly the denial of opportunities to participate fully in social and civil life” (Peace, 2001; p.26). As a result, this population group is likely to reach the age of 25 years without making a successful transition to adulthood. According to Osgood, Foster, Flanagan, and Ruth (2005) out of the 60% of young men that leave care, over half will end up in prison, while the remainder will experience long-term unemployment. By the age of 25 years, the majority of women will be single mothers who do not have the financial resource to raise their children on their own (Osgood *et al.*, 2005). This means they will either have to depend on their families or welfare to help raise their children (Settersten Jr & Ray, 2010).

One would probably ask why it is important to pay attention to the challenges and needs of this population group. Perhaps it is because the impact of foster youth’s failure to make a successful transition to adulthood goes beyond far beyond this population group; it affects the broader society as well (Settersten Jr & Ray, 2010 and Jim Casey Youth Opportunities Initiative, 2013). Furthermore, whether or not the broader society, government, policy makers and social service professionals decide to attend to the challenges and needs of this population group, its negative impact cannot be ignored (Jim Casey Youth Opportunities Initiative, 2013). Figure 1 below demonstrates the cost implications (in the United States) for not intervening timeously and effectively to ensure that this population group makes a successful transition to adulthood (Jim Casey Youth Opportunities Initiative, 2013).

Within the South African context the foster care system is expensive and highly labour intensive (Hall & Proudlock, 2011). Most of the emphasis is placed on the cost and sustainability of payments of foster child grant (Hall & Proudlock, 2011) with very limited attention given to the overall costs of resources and processes that maintain the foster care system. Considering that the South African government has invested significantly in the foster care system, it is time to pay attention to what kind of return on investment is society getting based on the outcomes of foster youth transitioning out of foster care system. And evaluate whether resources and efforts are channelled towards enabling this population group to be productive and self-sustainable adults in society or whether as society we continue to ignore the plight faced by this population group to make successful transition and pay the price in a similar manner the United States (Jim Casey Youth Opportunities Initiative, 2013) as demonstrated in Figure 1(below) which illustrates the projected costs for doing nothing in the US.



Source: Jim Casey Youth Opportunities Initiative (2013)

Figure 1: The projected cost of doing nothing

Osgood *et al.* (2010) examined the transition to adulthood of youth involved in the foster care system and other social services and found that there are four fundamental problems with their current policies. These include “eligibility criteria that exclude youth from services that might benefit them, inadequate funding for transition services, a lack of coordination across service systems and inadequate training about young-adult developmental issues for service professionals” (Osgood *et al.*, 2010; p.209). These policies can be regarded as one of the reasons why foster youth struggle to make a successful transition out of the foster care system to adulthood. Like any other system, the foster care system should be considered to be complex and systemic. Therefore, any attempt made to influence it to change needs to take into consideration its complex nature and ought to be systematic. Without a systematic approach, any attempt made to influence change or improve the system is likely not to be successful (Stroh, 2015).

The complexity of changing a system is well articulated by Meadows who is one of the prominent systems thinkers of all time. According to Meadows (2009) systems are designed to achieve a specific purpose and this serves as the fundamental reason for their existence, which is also the reason why they are stable and difficult to change. She goes on to warn that the purpose of the system is the least obvious part of the system yet very critical determinant of the system’s behaviour and serves as a high leverage point of intervention. Meadows’ ideas about systems thinking and how to influence change in complex systems through identifying leverage points and understanding systems behaviour continue to be applied in wide range of fields for instance in Biosphere (Nguyen & Bosch, 2013) and with the social issues like homelessness (Stroh, 2015). This is indicative that Meadows’ ideas are still applicable and relevant to understanding complex systems behaviour like the foster care system as it relates to the transition of foster youth to adulthood.

A leverage point is “a place in a system where a small change could lead to a large shift in the behaviour of that system” (Meadows, 2009; p.145). Leverage points in a complex system like foster care system can be identified as the “right places in a system where small, well-focused actions can sometimes produce significant, enduring improvement” (Senge, 2006, p. 64). Therefore, in an attempt to change the life trajectory of foster youth, close attention should be placed on the purpose of the foster care system because it influences their outcomes during their transition to adulthood. The purpose achieved by the system is not necessarily the purpose that the system actors want to achieve (Stroh, 2015). Therefore, the struggle and failure of foster youth to make a successful transition to adulthood should not be concluded to be as a result of the various actors involved in the foster care system, but rather attention should be on the understanding the system’s behaviour (Meadows, 2009 and Stroh, 2015).

This indicates that without a systematic approach that is aimed at changing the life trajectory of foster youth, this population group will continue to have poor outcomes and bleak prospects. Furthermore, our society will continue to incur major losses and pay the price that results from taking care of thousands of foster youth who struggle to be self-sustainable and productive citizens in society. Through the application of social entrepreneurship various complex and systematic social problems have been solved around the world. Some of these social problems include poverty alleviation, access to health care and prevention of environmental degradation.

Social entrepreneurship emerges when an individual (who is referred to as social entrepreneur) identifies a terrible and seemingly unsolvable problem, which leads to the marginalisation and suffering of a certain segment of the population (Osberg & Martin, 2015). The social entrepreneur, unhappy with this system’s status quo, is then motivated to transform the system (rather than making incremental improvement) by creating a product or service that catalyses the transformation of social systems into to a new and superior system where the quality of life of the target population group is significantly improved, and their life trajectory is completely altered (Osberg & Martin, 2015).

In this study, social entrepreneurship is viewed as an appropriate vehicle to drive social change in a foster care system that causes the disadvantage and suffering of foster youth transitioning to adulthood. This study applies social entrepreneurship to change the life trajectory of this population group by creating a developmental, transitional service that will assist and support foster youth to make a successful transition to adulthood.

1.3 Research questions

This research study consists of two research questions listed below.

1.3.1 First research question

What are the barriers and challenges of implementing developmental, transitional services to youth transitioning out of foster care to adulthood?

1.3.2 Second research question

How can social entrepreneurship be used to develop a feasible solution for foster youth to make a successful transition to adulthood?

1.4 Research approach

This research study followed a qualitative approach to research for the following reasons:

- It enabled the researcher to draw on her knowledge and experience as a social worker in the field of foster care.
- It allowed the researcher to gather data in a “real world setting where the researcher does not attempt to manipulate the phenomenon of interest” (Patton, 2002; p.39).
- It was aligned with the desire to contribute to the body of knowledge by illuminating and understanding the phenomenon of interest (Hoepfl, 1997), while also drawing on the findings to develop a developmental transition service that seeks to facilitate and promote foster youth’s successful transition to adulthood.

1.4.1 Research paradigm

This study followed an interpretivist paradigm using a qualitative approach, which provided the research participants with an opportunity to share their experiences of the foster care system. These experiences related specifically to the services that facilitate and promote a successful transition to adulthood for foster youth. This research paradigm is the most applicable to this study as opposed to a post positivist which is quantitative research approach or pragmatist paradigm which follows a mixed methods approach (Khazanchi & Munkvold, 2003).

1.4.2 Epistemology

A researcher’s epistemology, according to Holloway (1997) can be defined as the theory of knowledge, which forms the basis that informs the manner in which the social phenomenon will be studied. For this research, the epistemological position of the researcher can be formulated as follows: data is contained within the experiences of people that are involved in with the foster care system, either as a recipient of the foster care services or a provider of foster care services. As a result of this the researcher, during data collection, engaged with foster youth and social workers who are involved in the foster care system. Interviews and focus groups were utilised as data collection methods.

The research interviews were centred on the experiences of social workers and foster youth concerning the services that facilitate and promote a successful transition to adulthood for youth in the foster care system. The research interviews were aimed at uncovering what facts and meaning participants attach to their experiences (Qu & Dumay, 2011). For this reason, the purpose of the research interviews was not necessary to provide answers to the actual research questions but rather to provide the researcher with an in-depth understanding of the phenomenon which she seeks to change, through the application of the principles or framework of social entrepreneurship.

1.4.3 Ontology

This research study is based on the perspective that multiple realities exist because each person is constructing their own understanding of the world based on the interaction with the social worlds in which they exist (Creswell, 2013). Therefore the nature of reality is shaped by the internal complex realities of the interaction of individuals with their world (Khazanchi & Munkvold, 2003). This perspective of reality is appropriate for this study as opposed to post positivist that hold that there is only external single reality or pragmatist which hold the view that both internal or external worlds shape reality.

1.5 Research ethics

This research study was conducted by observing ethical considerations which are in line with the ethics codes set by the University of Cape Town. This process entailed that the researcher obtains ethical clearance to conduct the research. Also, permission was granted by the head of the department of the Free State Department of Social Development to research within the department.

The research was also transparent to the research participants and provided them with all the information about the nature of the research study i.e. the purpose and objectives of the study. They were also informed about how the study was conducted and the fact that their participation is voluntary. Ethical considerations such as confidentiality and anonymity were taken into consideration for the duration of the study which enabled all the participants to make an informed decision on whether or not they should participate.

All the participants who participated in the interviews and focus groups did so voluntarily and without any intimidation. Participants who decided not to participate in this study were not victimised or punished in any way. The information disclosed by research participants will be accessible to the public but the identity of research participants will remain anonymous.

The researcher also took care as far as possible to keep the information in a place that is only accessible to her. In this regard, the researcher transcribed all the information herself and ensured that their identities are kept safe by allocating pseudonyms to each participant (e.g. SW 1). Every participant signed a consent form that serves as proof of their voluntary participation in this research study.

1.6 Delimitations

The research study was confined to the following:

- To foster youth between the ages of 18 and 25 years. The majority of the participants were still in the foster care system. The foster youth who have been discharged from the foster care system were not easily accessible, and the findings of this research may not necessarily apply to their circumstances.

- Social workers rendering foster care services within the foster care system. This means that social workers who work in fields such as probation or adoption did not form part of this research study.
- Social workers who work for the government (i.e. the Free State Department of Social Development). Social workers from non-governmental organisations and community-based organisations did not form part the study.
- The research was conducted among social workers and youth in foster care youth, based in the townships and former homelands in the Free State province. The findings of this research cannot be generalised to urban or rural areas or other provinces.
- There is limited literature on the issues affecting youth transitioning out of foster care in South Africa. As a result, the majority of literature consulted for the study was based on international studies.
- The research study does not address the psychological aspects of the population group being studied, but instead focuses on their transition to adulthood as it relates to their ability to be productive and self-sustainable adults.
- Most of the literature within the SA context deal with issues of AIDS orphans, focusing on family setting such as child headed household or grandparents rather than focus on outcomes of youth transitioning out of foster care and services offering to enhance these outcomes

1.7 Assumptions

Leedy and Ormrod (2013) posited, “Assumptions are so basic that, without them, the research problem itself could not exist” (Leedy & Ormrod, 2013; p.62). This research study operated on the assumption that

- The participants provided honest answers to the questions posed to them and that their responses were a true reflection of their experience of the phenomenon being studied.
- The sample used would provide sufficient data with regard to understanding the phenomenon.

1.8 Significance of the study

This research study was highly influenced by the researcher’s personal and professional experience as a social worker, which also serves as the basis for conducting this research study. According to Maxwell (2012) when the researcher ignores or suppresses what they know from their own experience about the phenomenon which they wish to study, this ignorance of own experiences can compromise their ability to understand the phenomenon. Through this research process, the researcher aimed to gain a deeper understanding of the factors that have led to and sustained the status quo (i.e. lack of intervention). At the conclusion of this study, the researcher proposes solutions to this problem that could potentially change the current state of affairs to serve the needs of the foster youth better.

According to Heron and Reason (1986), in a discussion of the concept of critical subjectivity, we do not have to discard our own personal, living knowledge in the search for objectivity, but can build on

it and develop it. Therefore, the researcher recognised that personal experience alone is not sufficient to fully understand the dynamics of this research study. The researcher's intention throughout the research study was to gain more understanding and awareness of her own experience and the phenomenon that is being studied.

In this regard, the following aspects of the researcher's background and experiences serve as the key reasons for conducting this research study:

- The personal experience of the foster care system since her mother is a foster parent to the researcher's orphaned nieces and nephews.
- The professional experience of the foster care system. This relates to the researcher's experience as social worker rendering foster care services at the Department of Social Development for the past four years.

Through her experience, the researcher has been exposed to a variety of issues. These included the reasons that led to children being placed in foster care; challenges that the foster parent experience as children get older; the challenges that youth in foster care experience as well as their outcomes; the challenges that social workers experience when rendering services to youth in foster care; challenges that social workers experience in implementing the developmental approach and lack of attention to provision of transition services to youth exiting the foster care system.

The study aimed to provide guidance on how social entrepreneurship can be utilised to provide a developmental, transitional service to facilitate the successful transition to adulthood of youth in foster care. The recommendations of this research study could provide some insight on how this can be achieved through the application of the social entrepreneurship framework. This is in response to Government's challenge of how social grant beneficiaries can be linked to economic opportunities to enable them to be self-sustainable and ultimately exit the social security safety net (Development, 2006).

The study seeks to make a practical contribution to the body of research that will assist social workers, various stakeholders involved in the foster care system, other social services professionals and policy makers to identify the challenges that exist within the foster care system, especially pertaining to the preparation and support of youth transitioning out of the foster care system, as well as opportunities for improvement. It is also hoped that it will shed light on how to respond in order to effectively and efficiently address those needs and challenge, thus improving their quality of life as young adults.

2 CHAPTER 2: LITERATURE REVIEW

In the 21st century, the transition to adulthood has become a much lengthier and complicated process compared to previous decades (Osgood et al., 2005). In the 1950's, youth experienced a much more linear and predictable transition process to adulthood. The transition process to adulthood was relatively straightforward: once a young person had completed school, they secured a job and soon after got married and assumed their parental role (Fernandes-Alcantara, 2014). The labour market was also more favourable for youth in 1950's because the industrial sector prospered with low skilled and uneducated workforce. This meant that it was relatively easy for youth to get employment (Danziger & Ratner, 2010).

By contrast, the current labour market is highly competitive and fast paced, and companies put more emphasis on employing a highly skilled and educated workforce to get the work done. This shift in the requirements for employment in the labour market makes it more difficult for youth who do not have the required credentials to secure well-paying employment (Danziger & Ratner, 2010). The shift in the labour market has prompted more and more young people to get better qualifications after completing their secondary education to improve their prospects of securing good jobs (Fitzpatrick & Turner, 2007).

To gain a deeper understanding of the factors that influence the future prospects of youth in foster care upon their exit of the foster care system, it is important to provide a brief background of the socioeconomic status in society. This is in particular reference to the general status of the families and communities. The context in which youth transitioning out of foster care system to adulthood is critical to consider to be able to understand the structural and systematic challenges and barriers they need to overcome to make successful transition to adulthood. It is for this reason that it is important to highlight the historical imbalances that influence their future prospects and the triple plight of poverty, unemployment and inequality that the country is battling to overcome.

2.1 Key Statistics and contextual background

- In 2014 South Africa was home to around 53.7 million people, approximately 34% per cent of who are children under the age of 18 years. Children account for 34% of the total population, of which 1.64 million (27%) children between the age of 12 -17 years live with neither parent (Hall, Meintjes, & Sambu, 2014).
- In 2014 there were approximately 3 million orphans in South Africa (this includes children without a living biological mother, father or both parents) which is equivalent to 16% of all children in South Africa. 46% of all orphans are residents in the poorest 20% of households (Hall et al, 2014).

- At 20% the Free State has the second highest orphaning rates in South Africa (Hall et al, 2014).
- Approximately 134 700 youth between the ages of 18 and 21 years existed the foster care system (Hall & Proudlock, 2011).

2.1.1 Family setting

The development and future prospects of children and youth are highly influenced by the circumstances of their family of origin and the environment in which they grow up in (Hall, Woolard, Lake & Smith, 2012). During the apartheid era family units of the majority of the African population weakened by migrant labour laws and separate development. These laws made it illegal for families to stay together in cities and town where they worked and fathers and mothers had to leave their children in the care of family in pursuit of employment opportunities. Children were considered not be economically useful to the government and as a result were left behind in homelands where they had to be taken care of by their grandmothers (Hall et al., 2012). According Hall et al (2012) approximately half of the children population in South Africa lives in former homelands and “Bantustans”, which are areas that are “under-resourced, often deprived of the most basic services and social infrastructure” (Hall et al, 2012:46). As a result children and young people that live in former homelands, continue to have to travel long distances to in order to access basic services such as education, health and social welfare , as well as retail services to buy food and clothing which translate in a lot of money being spent on transport (Hall et al ,2012:46).

Furthermore, these children experience various deprivations which have a negative impact on their childhood and influences their outcomes as adults, these include income and material deprivation, employment deprivation, education deprivation, biological deprivation and living environment deprivation (Hall et al., 2012). According to Hall *et al* (2012) believe that children and young people will only overcome challenges related to structural inequality if each child receives equal resources and support essential for their optimal development irrespective of their background. It therefore becomes evident that the family structure and environment in which children and young people grow up can act as barriers for their growth and development and it can hamper their future prospects as young adult.

2.1.2 Poverty

The high poverty level among children and youth in South Africa hampers their ability to reach their full potential as young adults in society. Poverty levels have been found to be highest among children who do not live with their parents (Stats SA, 2013). Children that come from poverty stricken backgrounds are at high risk of living in poverty too as young adults. Lombard (2009:36) articulates this very clearly when she says, “The majority of these children are not only struggling with historically determined structural causes of poverty and inequality due to the socioeconomic legacy

impacting on their parents' lives, but they face a repetition of this history in the extreme marginalized position they find themselves" Lombard (2009:44). This indicates that children have to overcome two things: on the one hand they have to overcome the challenges attributed to their poor socioeconomic background and on the other they need to overcome the challenges associated with transition process from adolescent to adulthood, in order for them to be able to break the cycle of poverty. In 2011 South Africa had 3.2 million youth between the age of 15 and 24 were classified as NEET (Not in Education, Employment, Training), black youth accounted for 60% of the total number (Department of Higher Education & Training, 2013).

2.1.3 Education

Overwhelming evidence show that majority black youth from poor socio-economic background fail to make successful academic transition in secondary education and institutions of higher learning. However, despite the high enrolment rates at secondary education, the completion rate at secondary level has consistently remained relatively low (Sheppard, 2009). The continuation rate among Grade 11 and Grade 12 was on an average of 67%, with a further 8% of grade 12 youth not writing their final paper (National treasury, 2011). This gives an indication that the majority of youth between Grade 10 and Grade 12 either drop out or repeat the grade (National Planning Commission, 2012). The inability of youth to make a successful transition on the educational level may have a negative impact on the chances to secure future employment.

2.1.4 Employment

According to Stats SA (2010) 51 % of youth between the ages of 18 and 24 years were unemployed. Of this, the majority were black (formerly known as African) youth with males accounting for 61% and females 72.5%. The level of educational attainment in South Africa influences the type of employment that young people are able to secure. According to Van Aardt (2012), structural unemployment is the primary reason why youth are unable to secure employment. Structural unemployment can be defined as the "inability of the economy, owing to structural imbalances, to provide employment even at the peak of the business cycle". Structural unemployment may be related to mismatch in the skills or geographical location (Barker, 2007). The majority of youth in South Africa lack the skills and work experience that is sought after by employers (Van Aardt, 2012). One of the contributing factors to this problem is that the South African education system does not put emphasis on preparation for employment readiness (National Treasury, 2011). This translates in youth not having the type of qualifications, skills and experience that will enable them to secure decent employment once they exit the educational system.

Geographical location of the individual may contribute to their unemployment status. The majority of youth stay in non- metropolitan areas, which is located far from available job opportunities in the urban areas (Van Aardt, 2012). Altman (2007) also make reference to the inability of youth from poor

economic background to successfully look for and secure employment due to lack of resources poor network opportunities. Unfortunately given the competitive nature of the labour market, the majority have to accept menial, low paying jobs without any security. Given the constraints of structural unemployment in South Africa, it is evident that obtaining a university degree is not necessarily the ultimate step towards securing employment and financial stability for the majority of the youth population.

2.1.5 Moving forward

Over the past 20 years, social entrepreneurship has been applauded for addressing the gaps that exist in society. Social entrepreneurs around the world have launched highly innovative, feasible and sustainable initiatives with large scale impact (Osberg & Martin, 2015). These initiatives are aimed at the social and economic inclusion of the marginalised, poor and vulnerable members of in our society by improving their conditions through access to clean drinking water, microfinance, healthcare services just to name a few. Therefore, the use of social entrepreneurship to tackle complex social problems is highly encouraged and welcomed in the social sector. Some academics are of the view that social entrepreneurship is just as vital to the progress of societies as entrepreneurship is to the progress of economies (Martin & Osberg 2007).

It is for this reason that this study sought to explore how social entrepreneurship can be utilised to create a service that will facilitate the successful transition of foster youth to adulthood.

2.2 Contextual background: South African foster care system

Over the last decade, the number of children who were placed in foster care in South Africa has risen significantly. In 2011, approximately 520 000 children were placed in foster care compared to less than 40 000 in 2001 (Hall & Proudlock, 2011).

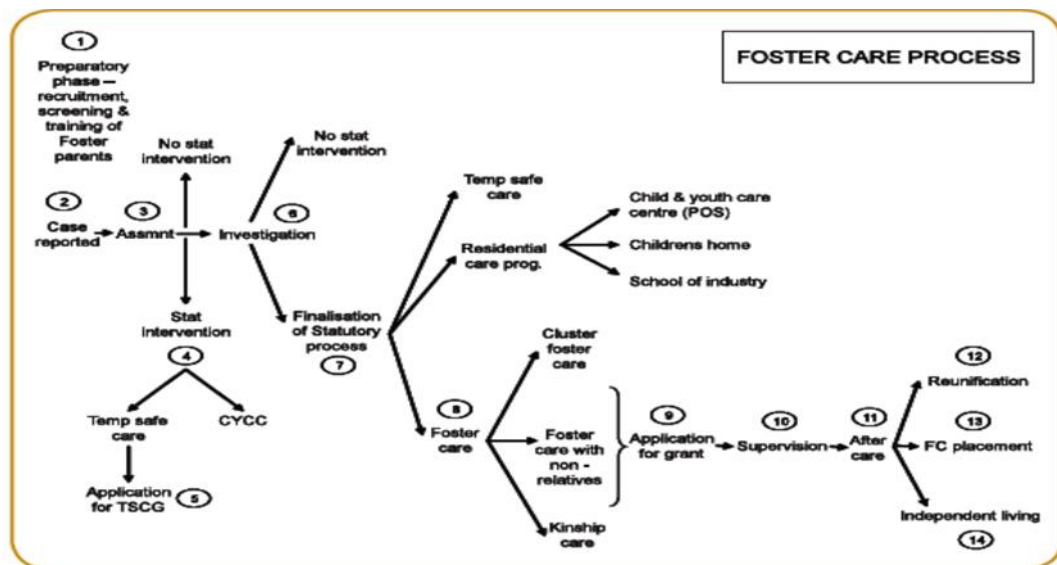
This emerged as millions of children become orphans because of the death of their biological parents, which was associated with illnesses with the HIV/AIDS pandemic. The increase in the number of orphans in society resulted in the foster care system being utilised as a safety net for these children.

While previously the foster care system was reserved for children who were neglected, abandoned or abused, its scope was extended to children who are orphans due HIV/AIDS pandemic (Hall & Proudlock, 2011). The extension of the foster care system to this population group is primarily aimed at providing financial assistance to impoverished relatives who are taking care the orphans (Hall & Proudlock, 2011).

The inclusion of orphans into the foster care system has resulted in the attention and time spent ensuring that this population group is accommodated by a system that was not necessarily designed for them. Unlike the child support grant, the foster child grant process is a highly labour intensive and lengthy process and its execution involves multiple stakeholders.
Source: Department of Social Development (2009, p.20)

Figure 2: Foster care process in South Africa

(below) shows the process of the foster care system.



Source: Department of Social Development (2009, p.20)

Figure 2: Foster care process in South Africa

Here is a brief outline of the process of foster care process as illustrated in Figure 2 above.

2.2.1 Who is eligible to be in foster care in South Africa?

In order for the child to be placed in foster care, he/she must be found to be in need of care and protection in accordance to section 155(1) of the Act 2005. Section 150 (1) of the Children's Act defines the child in need of care and protection in one of the following ways:-

“the child- has been abandoned or orphaned and is without any visible means of support; displays behavior which cannot be controlled by the parent or care-giver; lives or works on the streets or begs for a living is addicted to a dependence-producing substance and is without any support to obtain treatment for such dependency; has been exploited or lives in circumstances that expose the child to exploitation; lives in or is exposed to circumstances which may seriously harm that child's physical, mental or social well-being; may be at risk if returned to the custody of the parent, guardian or care-giver of the child as there is reason to believe that he or she will live in or be exposed to circumstances which may seriously harm the physical, mental or social well-being of the child; is in a state of physical or mental neglect; or is being maltreated, abused, deliberately neglected or degraded by a parent, a care-giver, a person who has parental responsibilities and rights or a family member of the child or by a person under whose control the child is” (Republic of South Africa, 2005, p. 96)

Section 180(1) of the Children's Act defines the child in foster care as follows;- “if the child has been placed in the care of a person who is not the parent or guardian of the child as a result of an order of a children's court; or a transfer in terms of section 171” (Republic of South Africa, 2005). This indicates that even if the child meets the eligibility criteria for placement in foster care, without the

court order that child cannot benefit from services of the foster care system. Furthermore, section 180(2) of the Children Act indicates that, children placed in temporary safe care or child and youth care centres should not be seen as equitable to foster care (Republic of South Africa, 2005).

Once the foster care placement has been finalised, the child is eligible to social grant and social welfare services from the designated social worker.

2.2.2 What services are available to children in the foster care system in SA?

2.2.2.1 Access to foster child grant

All the children and adolescent who are legally placed in foster care become eligible to receive the foster child grant to the value of R 800.00. The Social Assistance Act 13 of 2004 makes provision for payment of the foster child grant to foster parents. South African Social Security Agency whose primary responsibility is to pay out the foster care grant to the foster care parent with the court order (Hall & Proudlock, 2012). The primary role of SASSA involves ensuring that foster parent with is able to complete their application for foster child grant and processing the application and ensuring that the grant is paid on a monthly basis to the foster parent.

The continuous payment of the foster child grant is subjected to the foster parent submitting valid extension order to the SASSA officials every two years, unless otherwise stipulated in the court order to avoid suspension of the foster child grant. In order to give effect to this, the Children's Act makes the following provisions in terms of the extension of the foster care placement.

- Extension of the foster care placement every two years in terms of section 159 (1) (a).
- Extension of the foster care placement until the child turns 18 years old of age in terms of section 186 (2) Which states ; -

“A children's court may, despite the provisions of section 159(1)(a) regarding the duration of a court order and after having considered the need for creating stability in the child's life, place a child in foster care with a family member for more than two years, extend such an order for more than two years at a time or order that the foster care placement subsists until the child turns 18 years, if—

- the child has been abandoned by the biological parents;
- the child's biological parents are deceased
- there is for any other reason no purpose in attempting reunification between the child and the child's biological parents; and
- it is in the best interest of the child.”

In addition to the review of the foster care placement of the child, the Children's Act requires that the social service professional (usually the social worker) visit the child in foster care at least once every two years to evaluate the placement.

Children's Act also give effect to child-specific rights of children as contained in the constitution such as right to education, social security, sufficient water and sanitation, shelter and housing, basic health care services and social welfare services. As result children and adolescent have access to the following complementary services to social grant, such as access to free basic education, and access to free health until the age of 14 years. The department of Education ensure that children placed in foster care have access to free education (South African Schools Act, 1996). The Department of health is responsible for ensuring that foster care children under the age of 14 year receive free or subsided health services. This is not applicable to children that are between the ages of 14 – 17 year (Parliament SA, 2003). Other various government department also play a role in realising the constitutional rights of children in foster care and are not discussed in this paper.

2.2.3 Social welfare services

Social workers are responsible for the providing supervision and after care services once the foster care placement has been finalised and the child is receiving the foster child grant as stipulated in the foster care diagram. Supervision and after care services can be described as “refer to supportive and therapeutic services provided to the foster family, biological parents or family of origin and the child after the statutory placement. It includes the implementation of an intervention plan, monitoring the foster care placement, management of statutory placement orders, reunification and preparation for independent living” (DoSD, 2009; 43). Given the fact that this research study is focused on services that facilitate successful transition to adulthood. Specific focus will be given to preparation of independent living as highlight in the foster care process.

The majority of children and adolescents are orphans placed in foster care with grandmothers or other relatives (Hall et al., 2012). Therefore, there is no possibility of social workers rendering reunification with biological parent. This means should be emphasis should be placed on achieving the second goal of the foster care programme i.e. *provide opportunities for nurturing the development of a child* must emphases as well as preparation for independent living. Given the vulnerability of youth transitioning out of foster care the independent living “*aims to provide the foster children who will not have the support of a family, an opportunity to gain skills that will enable them to lay a foundation for a successful transition from foster care to adulthood*” (DoSD, 2009). This requires social workers to develop foster care plan that outlines the needs of the youth transitioning out of foster care and the detailed intervention plan to address them. This should be done in collaboration with foster care youth and foster parent when the child reaches the age of 15 years.

2.3 Legislative and contextual background youth in transition to adulthood

Over half a million children and adolescents in South Africa live in foster care. It is estimated that over 60 000 of these young people will exit the foster care system every year, typically between the ages of 18 to 21 years of age. Chiroro et al., (2009) conducted a research study aimed at exploring the experiences of youth who have aged out of foster care. Their study was conducted in three provinces

in South Africa, namely Limpopo, Mpumalanga and KwaZulu-Natal. The result of their research had the following key findings (in figure 3 below) regarding the prospects of foster youth in South Africa:

Table 1: Future Prospects of foster youth in SA

FUTURE PROSPECTS OF FOSTER YOUTH IN SA

Over 90% come from poor socioeconomic backgrounds
Approximately 66% did not receive advance notification of the termination services and support from the government.
Most of foster youth receive very little or no skills development before, during or after their transition out of foster care.
Some of them were at risk of being homeless and or are not meeting their daily basic needs
Majority had to drop out of school or tertiary due to financial constraints
Majority had difficulty securing stable, decent employment
Experience hopelessness and distress about their future prospects.

Adapted from source: Chiroro et al (2009)

The finding from Chiroro *et al* (2009) paints a bleak future of young people who exit the foster care system. They highlight that the majority of these young people were ill prepared and did not have a viable plan to assist them to make a successful transition to adulthood. They therefore, struggle to cope with the demands of adult life.

According to Lindsey & Ahmed (1999), youth who did not receive support services and resources which assist them to prepare and plan for their transition out of foster care were more likely to have poor outcomes after their exit. For these reasons, it can be said that failure to adequately equip young people transitioning out of foster care with necessary knowledge, skills, resources and support are the major barriers to their ability to make a successful transition. It also diminishes any hope that they might have of becoming self-sufficient, productive and engaged citizens in our community.

Osgood *et al* (2005) warn that if the *status quo* with regard to the outcomes of this population group persists, a significant social cost will be inflicted, including criminal activity and use of very expensive services as illustrated earlier in Figure 1 (page 3).

The bleak future prospects of foster youth presented here provide a compelling case for researchers, policy makers and practitioners to work together to facilitate and promote the successful transition to adulthood. It might also be worthwhile to consider to collapse the current policies and legislative frameworks that are designed to inhibit the transition processes of these youth and exclude them from accessing services that could potentially change their life trajectory for the better (Osgood *et al.*, 2010).

This transition usually occurs at a critical point in a young person's life, where their need for support is essential. This is especially true when taking into account the fact their peers who are not in foster care can often continue to depend on their parents for emotional support and financial assistance for

further education and training, accommodation and living expenses during their prolonged, complex and demanding a transition to adulthood (Stein & Munro, 2008).

In contrast, foster youths are expected to navigate their way through the complexities, demands and challenges associated with the transition to adulthood on their own.

2.4 What sustains this problem?

In South Africa, there are currently no official preparatory programs available for youth ageing out of the foster care system to equip them with the necessary skills to fend for themselves once they are out of the system. Also, there is a lack of resources to provide on-going support during the transitional phase. The following challenges and/or limitations of the current foster care system in South Africa have been identified in the literature.

2.4.1 Limitation of the legislative framework

The legislative and policy framework, in particular, the Children's Act no 38 of 2005, sets out very clear requirements that must be fulfilled in order for the foster care placement of foster youth over the age of 18 years to be successful. These requirements put a burden on the foster youth, rather than assist them, to navigate the demands of making the transition to adulthood. Section 176 of the Act sets out three conditions for review of the foster care system:

- i. The foster care placement can only be reviewed until the age of 21 years old. This requirement is unjust because it makes the false assumption that at the age of 21 years old the youth in foster care transitioning to adulthood will be able to take care of themselves. Foster youth lose their eligibility to receive state resources and support once they exit the foster care system at the age of 18 or 21 years (Osgood *et al.*, 2010). Furthermore, Stein and Munro (2008) state that youth that exit the foster care system often have no option to return in care in times of need. While their counterparts have an option to return home when things are not going well during their transition to adulthood. In this regard, the current legislation expects foster youth transitioning to adulthood to assume their adult role instantly and abruptly (Stein & Munro, 2008). This is an unfair requirement when compared to their counterparts who are afforded the opportunity to gradually take on their adult roles and responsibilities.
- ii. Foster care placement of foster eligible youth will be reviewed at age 18 to allow the foster youth to complete their grade 12, higher education and further education and training. This is an unreasonable requirement because it assumes that at the age of 18 years or 21 years the foster youth ought to have completed their secondary or higher education, which is not congruent with the findings of the previous research study (Chiroro *et al.*, 2009). It is especially unfair when considering the fact that youth in the general population are not expected to have completed their education and training by the age of 21 years. In fact, most continue to benefit from their parents' support economically, psychologically and in terms of accommodation (Fernandes- Alcantara, 2014). The opportunity that foster youth do not have.
- iii. Section 176 (2) (a) of the Children's Act states that the placement of foster youth over the age

of 18 years may be reviewed if “the current alternative caregiver is willing and able to care for that person”. This requirement puts youth in foster care in a vulnerable position because without the willingness of the current foster parent, their placement cannot be reviewed. Furthermore, the Children’s Act does not make provision for the foster youth to be transferred to another alternative foster parent once they reach the age of 18 years. Therefore, in the case where the current foster parent decides they are unwilling or unable to continue to be a foster parent to the youth in foster care, the foster youth is discharged from care. While their counterparts never have to worry about the prospect of their parents deciding to relinquish their responsibility from them. This is because parents continue to provide for their children until they are self-sustainable (Fernaders-Alcantara, 2014). This is a perk that foster youth transitioning to adulthood do not have. The South African social security system is designed to only serve vulnerable population groups such as children, older persons and people with disabilities because they are not expected to be economically active (National Planning Commission, 2012). This has the unintended consequence of leaving out youth and people who are able and willing to work, but are locked out of the economy without the state safety net and no social protection (National Planning Commission, 2012). Youth transitioning out of the foster care system to adulthood, therefore, have no access to any form of social assistance to assist and support through this challenging and demanding phase of their lives. They are essentially left to navigate their transition to adulthood without the necessary resources and support that their counterparts have. This reduces their chances to make a successful transition to adulthood.

2.4.2 Purpose of the foster care is not towards development

The purpose of the foster care system is to maintain orphans, not to develop them. One of most esteemed systems thinkers on this subject, Meadow, believes that “a system’s function or purpose is not necessarily spoken, written, or expressed explicitly, except through the operation of the system” (Meadow, 2009, p. 14). She continues: “the best way to deduce the system’s purpose is to watch for a while to see how the system behaves” (Meadow, 2009, p. 14). The foster care system was not designed to facilitate the successful transition to adulthood of youth in foster care and this is reflected in its actual purpose. According to the Children Act, the purpose of foster care is to “protect and nurture children by providing a safe, healthy environment with positive support; promote the goals of permanency planning, first towards family reunification, or by connecting children to other safe and nurturing family relationships intended to last a lifetime; and respect the individual and family by demonstrating a respect for cultural, ethnic and community diversity” (p. 176). However, in reality, the main purpose of the foster care system is to provide financial assistance to the impoverished family member who is looking after orphans (Hall, Woolard, Lake & Smith, 2012).

Hall *et al* (2012) describe this very well when they say that “the Foster Child Grant is available to foster parents who have a child placed in their care by an order of the court. The grant was initially

intended as financial support for children removed from their families and placed in foster care for protection in situations of abuse or neglect. However, it is increasingly used to provide financial support to caregivers of children who have lost their biological parents because of the AIDS pandemic” (Hall *et al.*, 2012; p. 89).

Therefore, the foster care system is not concerned about whether or not youth in foster care make a successful transition to adulthood or not. It is in the business of ensuring that caregiver receives the financial support they need to take care of the orphans and despite its flaws it does this very well. However, this financial support is only until they reach the age of 18 or 21 years depending on when they exit care, at which the government relinquish itself from the responsibility. At this stage, the supposedly vulnerable child who spent their entire childhood in the safety net of the government is suddenly expected to become self-sustainable just by virtue of their age.

Regulations 69 to 71(e) of the Children Act state that the best interests of the children in cluster foster care must be promoted through the provision of prescribed types of services, specifically services that assist a young person with the transition when leaving cluster foster care after reaching the age of 18 (Tanur, 2012). However, the Children’s Act does not specify the nature of “services that provide adequate aftercare support once youth have exited state care” (Tanur, 2012; p 327). It is important to highlight that these regulations focused on the context where young people leave care from child and youth care centres and cluster foster care and not foster youth transitioning out of foster care placement with their relatives. However, the Department of social development has developed guidelines to give effect to this regulation in practice, particularly within the foster care context where foster youth are placed with relatives or non-relatives. The guidelines provide a more detailed outline of the nature of transitional services (referred to in the guidelines as “independent living services”) as well as the list of stakeholders Table 2 (page 20) that should be involved in providing the independent living services and their responsibilities (Department of Social Development, 2009).

The aim of independent living services are described in the guidelines as “to provide the foster children who will not have the support of a family, an opportunity to gain skills that will enable them to lay a foundation for a successful transition from foster care to adulthood” (Department of Social Development, 2009; p.49).

Table 2 Stakeholder and their responsibility (ILP)

Stakeholders	Key responsibility
Designated social workers, other social service professionals, screen and trained volunteers	<ul style="list-style-type: none"> • To offer these programs to the identified age cohort of foster children. • Promote the preparation for independent living programme for foster children. • Identify, develop and maintain database of all the children who qualify to participate in the independent living programs. • Maintain the database of programs available within the community. • Link foster children to other relevant programs and monitor their progress. • Recruit volunteers within communities to participate in the independent programs as mentors.
Foster child age 15 year above	<ul style="list-style-type: none"> • Mandatory participation from the age • Care plans and permanency plans must be reviewed and • Provision should be made for their participation in the independent living program
Designated social worker	<ul style="list-style-type: none"> • Coordinate the implementation of these programs, liaising with relevant service providers within the community to provide comprehensive and intersectoral services. • Coordinate, supervise and monitor the activities of social service professional and other service providers to alleviate duplication of services and facilitate access of services of the foster children • Identify, develop and maintain database of all the children who qualify to participate in the independent living programme • Maintain the database of programs available within the community. • Link foster children to other relevant programs and monitor their progress. • Recruit volunteers within communities to participate in the independent programs as mentors.
Foster family	<ul style="list-style-type: none"> • Support the child and participate in the implementation of the program.
Community	<ul style="list-style-type: none"> • Made aware of the program and ensure that the program is supported.
Volunteer	<ul style="list-style-type: none"> • Provide mentorship to build extended relations between the foster children and the community.
DSD national and provincial department, other government departments, CPOs, foster children	<ul style="list-style-type: none"> • In collaboration the private sector must develop the framework for independent living.

Source: Department of Social Development (2009)

The guidelines go on to explain that independent living services should be included as a developmental need for foster youth who are 15 years old and it should be included in their care plan and permanency plan. However, in her study, Khoza (2012) found that social workers did not make use of assessment tool that enables them to identify the needs and challenges foster children. Therefore, it is not surprising that they are not responding to needs and challenges of the youth transitioning out of foster care to adulthood. The programs for preparation for independent living should include counselling, mentorship, social life skills, vocational training, employment opportunities, access to bursary schemes and internship- and scholarships programs. Access to these services is currently lacking, which might hold the key to long-term positive impact. However, the findings from Chiroro *et al* (2009) and Tanur (2012) gives an indicates that social workers are not

implementing these guidelines nor are youth transitioning out foster care receiving the services outlined in the guidelines to promote the successful transition to adulthood.

Despite the benefits of implementing such programs or services before, during and after transition out of foster care, in practice, foster youth do not receive them. Many young people continue to be discharged out of the foster care system, whilst they are ill-prepared, without resources and with very limited options to assist them to make a successful transition out of foster care (Tanur, 2012). Another limitation with regard to the implementation of the guideline is that there is no explicit requirement by any of the parties to adhere to this and therefore no one is held accountable for the lack of implementation. Essentially, even though the intention of the department of social development was good when developing the foster care guidelines, without any enforcement strategies they remain optional to use or not to use.

2.4.3 Limited financial resources

According to Patel (2005), the bulk of the South African social welfare budget is spent on social security (i.e. various grants) rather than social welfare services. Over 90% of the welfare budget goes towards social security, followed by services (i.e. salaries and resources) at 7.7 %, while social development or poverty alleviation programs only received 1.5 % of the budget (Gray, 2010). However, most of the budget for social welfare services is largely spent on administrative infrastructure for social security payment and salaries (Patel, 2005). Compared to social security, social welfare services have not been implemented on the same scale as social security and therefore it has a limited reach. This means that there are limited funds allocated for social welfare services. Furthermore, within the foster care system, it may be difficult to have budget allocations for the provision of transition services or independent living programs.

In the White Paper, social welfare services are referred to as prevention and protection services (Department of Welfare and Population Development, 1997). Protection services are not defined in the White Paper, but traditionally they mean statutory services such as adoption or foster care, while prevention services can be rendered on three levels:

- Primary prevention refers to early intervention strategies with an aim of preventing problems that may potentially occur before they happen;
- Secondary preventions are interventions aimed at people who are at risk of having problems, focusing on strengthening their coping mechanism to avoid the problems from happening; and
- Tertiary prevention is aimed at individuals who already have social problems and is aimed at preventing their situation from getting worse (Department of Welfare and Population Development, 1997). Based on the findings by Patel and Hochfeld (2012), social workers continue to implement the reactive approach in practice. It is clear that social welfare services are not widely implemented and therefore vulnerable do not access them.

Foster youth transition programs can in this instance be considered as primary interventions for preventing this population group from experiencing unemployment, teenage pregnancy and crime involvement in their adulthood lives (Courtney *et al.*, 2001). Therefore, it is evident that if the South African foster care system does not make provision for funding that is specifically channelled towards rendering transitions services, it may be problematic to youth transitioning to adulthood. Furthermore, the government's focus on social security at the expense of the delivery of social welfare services has been criticised.

Gray (2010) indicates that the implementation of the developmental approach is largely compromised. The essence of the developmental approach is to change services from being mostly reactive to being more proactive, to shift from a corrective approach to a preventative approach. The nature of this proactive approach is explained more clearly by Mathews (2013) when she says that developmental approach is focused on primary and early interventions services instead of care services for the poor.

The proactive developmental approach echoes the underlying principles on which the development and implementation of transition programs, as mentioned by Courtney *et al* (2001), assist vulnerable youth to prepare, plan and access resources and support systems to facilitate successful transition while they are within the child welfare system.

2.4.4 Lack of training and expertise of social service providers

Research studies conducted among social workers working in non-governmental organisations indicate that social workers do not fully understand the concept of developmental social work and how to implement it in within their work - especially in foster care and with specific to reference to relationship between the social and economic aspects of the approach (Hölscher, 2008).

One of the focus group participants from this study said that social workers do not understand the concepts of developmental welfare and social work; there is a lack of understanding of how to translate this into practice (Patel & Hochfeld, 2012). Furthermore, the majority of social workers indicated that driving economic outcomes is not their core business, citing lack of training in economic development as one of the reasons for this (Patel & Hochfeld, 2012). Therefore, it becomes important to engage social workers in a learning process that will enable them to gain an understanding of the inter-relationship between the social and economic aspects of the developmental approach overcoming poverty and unemployment among the poor in our communities especially youth transitioning out of foster care.

This is especially true in the context where the majority of young people in South Africa are not engaged in any economic activities and are trapped in the vicious cycle of poverty and unemployment. Osgood *et al* (2010) indicate that the lack of training and knowledge about the needs of youth in their transition to adulthood is a major shortcoming in a system such as the foster care system. The population groups which they serve are often the ones that are in desperate need of services that provide them with linkage with economic opportunities in order to have the opportunity to have a

better quality of life.

The White Paper emphasises that social welfare programs are not the sole responsibility of DSD, but rather that it is the shared responsibility between various stakeholders (Table 3 on page 32). The emphasis on the responsibility of social welfare programs as a partnership effort shows that the Department recognises its expertise and resource limitations to solving a complex social problem (Patel, 2012). It also encourages collaboration and coordination of resources and services to deliver quality social programs that have an impact. This element is relevant to development and implementation of vulnerable youth because it means they will be able to benefit from a different range of services and resources that can potentially contribute to improving the outcomes.

2.4.5 Lack of coordination of services

According to Fitzgerald, McLennon and Munslow (1997), the implementation of the developmental approach focused on the social development of the people requires vertical and horizontal coordination. Vertical coordination, according to the authors, refers to well-planned cooperation between different levels of government e.g. national, provincial, municipality, local and community-based, government and non-governmental organisation and government and the private sector. Horizontal coordination refers to planned cooperation between different areas of government and between different government departments. This gives an indication of the type of coordination that is required in order to deliver transition services that will facilitate the successful transition to adulthood.

Osgood *et al.* (2009) identify two issues that emerge in public policy when it comes to coordination of services. The first one is that service providers work independently and almost in isolation from each other. The second issue identified is that children and adult serving systems work in isolation (Osgood *et al.*, 2009). The foster care guidelines also emphasise the importance of collaboration between different stakeholders with an outline of their responsibility to deliver quality and effective independent living services to facilitate successful transition out of the foster care to adulthood (Department of Social Development, 2009).

In terms of the management of the foster child grant process, there is no doubt that the different stakeholders work well to deliver on the children's right to social security. However, there is no evidence yet that can prove that the same level of cooperation and collaboration is applied successfully when rendering independent living programs to youth in foster care- especially to youth who receive services from social workers working in government. The National Planning Commission stipulates the cost associated with a lack of coordination between services provider as follows "coordination failure, split accountability and overlapping mandates that hinder that hinder the implementation of existing policies" (National Planning Commission, 2012; p. 43).

Hall *et al.* (2012) indicate that regardless of the known benefit of an integrated approach to addressing complex social problems, the coordination of intersectoral programs remains a challenge. It is evident that coordination is a challenge on all levels and sufficient attention needs to be given to this problem

to address it, especially if the implementation of the foster youth transition programs is to be successful.

As a result of the above-mentioned barriers, many young people who transition out of foster care continue to struggle to become self-sufficient and productive citizens as young adults in society as a result of these factors. It does not have to be this way though as government, civil society, the private sector and the community have the power to improve conditions for these young people. By working together and pulling together resources from each sector, they can channel it towards redefining the outcomes and future prospects of these vulnerable youth.

2.5 Resilience theoretical framework

The outcomes of vulnerable children can be improved by strengthening their resilience and enabling them to overcome the challenges of poverty, unemployment and inequality. The periods of transition can at times be threatening, but are at the same time also an opportunity for change. It is likely that children will make a successful transition if over time they acquire adequate coping skills, are in environments that protect against excessive demands, but also have opportunities to learn and adapt through being exposed to reasonable levels of risk. Without these coping skills or conducive environments present in their lives, the transition period may be where serious developmental damage may occur. The promotion of resilience requires that emphasis be placed on factors that promote well-being of youth transitioning to adulthood rather than the risk factors that impede on their ability to make a successful transition.

According to Luthar, Cicchetti and Becker (2000), there are three theoretical perspectives that guide resilience research:

- i. A triarchic framework which identifies the risk and protective processes relating to children and young people, their families and their wider social environments;
- ii. Ecological theory which explores the influence of different frameworks varying in proximity to the individual child; and
- iii. Structural–organisational perspective, which is grounded in the belief of continuity and coherence in the unfolding of competence over time and the importance of individual choice and self-organisation.

For the purposes of this study, the ecological perspective on resilience is considered appropriate to achieve the objectives set out in this research study. According to Stein (2012) an ecological perspective on resilience recognises the interaction between individual development and social context. An ecological perspective on resilience also recognises the relationship between the individual development and social context, including the impact of structural inequalities and social policy responses, upon the lives of young people (Stein, 2012). The circumstances of the young person, such as family/community and school life, can play an important role in their shaping their outcomes (Stein, 2012).

2.5.1 Definition of resilience

There are various definitions for resilience used and applied in different disciplines of study. For example, Garnezy (1991) defines resilience as “the maintenance of competent functioning despite an interfering emotionality”. Another definition, from Stein (2012; p165), is that it is “the quality that enables some young people to find fulfilment in their lives despite their disadvantaged backgrounds, the problems or adversity they may have undergone or the pressure they may experience”. In line with this definition, Stein (2015) recommends that policymakers or service providers should pay attention to the following factors that promote resilience of care leavers:

2.5.2 Stable placements

Stable placements can be described as the kind of placements where young people receive good quality care from their caregivers, characterised by a nurturing and supportive family environment.

According to Stein (2012; p167) stability has the potential to promote resilience in two respects.

- First, by providing the young person with a warm and redeeming relationship with a carer – or as discussed above, a compensatory secure attachment which may in itself reduce the likelihood of placement breakdown.
- Second, and not necessarily dependent on the first, stability may provide continuity of care in young people’s lives, which may give them emotional security and contribute to positive educational and career outcomes.

Young people who come from stable placements are more likely to have positive outcomes in the key domains of their lives. This will enable them to benefit from their care giver’s support long after they have left care.

2.5.3 Positive sense of identity

According to Gilligan (2001), a positive sense of identity - including their self-knowledge, self-esteem and self-efficacy - might also promote their resilience. Helping care leavers develop a positive identity is linked to firstly, the quality of care and attachments experienced by looked-after young people. Secondly, to their knowledge and understanding of their background and personal history. Thirdly, to their experience of how other people perceive and respond to them and finally how they see themselves and the opportunities they have to influence and shape their own biography. Identity could be seen as being connected to a young person, feeling able to plan and be in control of their life; having the capacity to re-frame adversities so that the beneficial, as well as the damaging effects, are recognised; and personality—or lower rates of temperamental risk (Newman & Blackburn, 2002 and Rutter *et al.*, 1998).

2.5.4 Positive school experience

According to Sinclair, Baker, Wilson and Gibbs (2005), a positive school experience and good academic performance have been identified as factors promoting reliance among young people living in care. Positive school experiences of young people in care are highly influenced by the extent to

which the caregiver is committed to the young person's educational success. This entails that the caregiver creates a good studying environment for the young person. Ajayi and Quigley (2003) say that in some cases foster families' own children become role models for the foster youth and inspire them to achieve academic success. Giving the young person the opportunity to remain in the same school throughout their schooling experience, contributes to them having a positive schooling experience. This allows the young person to maintain important relationships with their friends and teachers. This is particularly important to young people that have experienced multiple care placement. Being in the same school also creates much-needed stability in the child's life.

Making progress and achieving success at school also lays the foundation for post-16 further and higher education, training and finding a satisfying employment. An example is the Young People in Public Care Pathways to Education in Europe (YiPPEE) research project, which identifies the 'facilitators' of young people from care, continuing in post-16 education, focusing on the need for improvements to both care and education. These include placement stability, early support for catch-up learning and action-oriented personal educational plans to name a few.

2.5.5 New turning points

According to Newman and Blackburn (2002), participation by young people in care in various extra-curricular activities promotes their resilience. This is because it serves as a good platform for young people to create new friendships and to be exposed to new opportunities for learning of new competencies and develop their emotional maturity. Resilient young people are also able to turn their negative life experiences into opportunities for growth through the help of significant people in their lives.

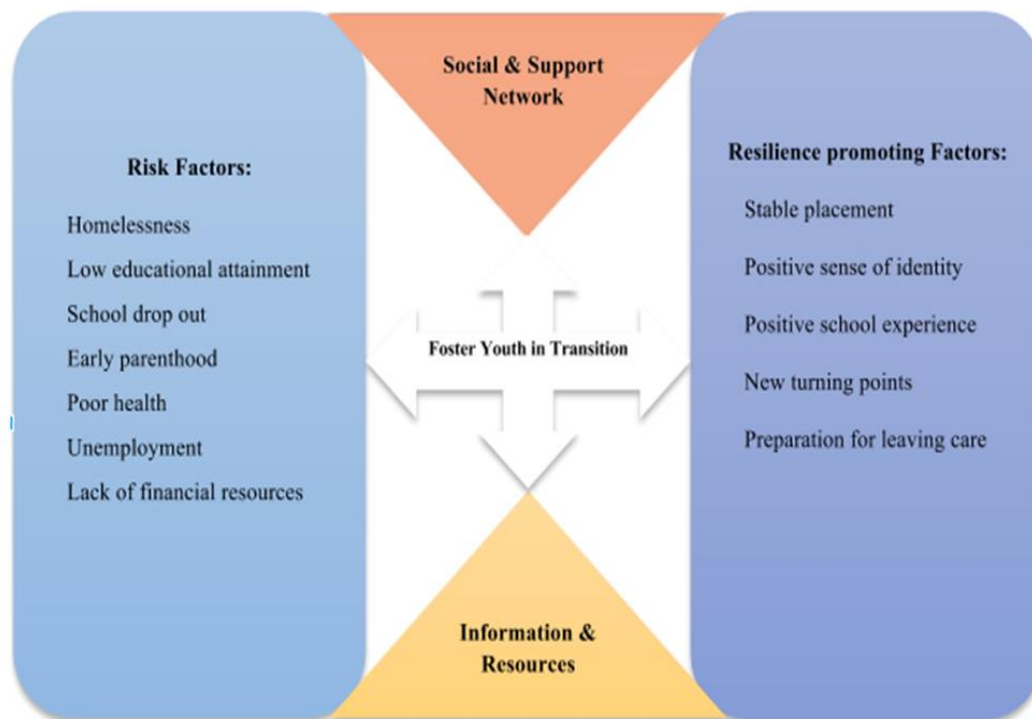
2.5.6 Preparation for leaving care

Preparation for leaving care provides young people with the opportunity for planning, problem-solving and the learning of new competencies (Newman & Blackburn, 2002). This may include the development of self-care skills, practical skills and interpersonal skills. Stein and Wade (2000) point out that preparation for leaving care should be based on a holistic approach. This means attaching equal importance to practical, emotional and interpersonal skills—not just, as in the past, domestic combat courses for young people to manage on their own at 16 (Stein & Wade, 2000). Newman and Blackburn (2002), in their review of the international literature, factor in relations to key transitions made by children and young people during their whole life cycle which has added to picture (Rutter *et al.*, 1998).

Newman and Blackburn (2002) conclude that children and young people who are best equipped to overcome adversities will have a strong social support network. This includes the following: a committed mentor or person from outside the family, a range of extracurricular activities that promote the learning of competencies and emotional maturity; the capacity to reframe adversities so that the beneficial, as well as the damaging effects, are recognised; the ability – or opportunity – to make a difference, for example, by helping others through volunteering or undertaking part-time work; and exposure to challenging situations which provide opportunities to develop both problem-

solving abilities and emotional coping skills (Rutter et al., 1998). See Figure 3: Summary of the resilience theoretical framework

(below) shows the summary of the resilience theoretical framework.



Source: Adapted from Newman and Blackburn (2002a, b)

Figure 3: Summary of the resilience theoretical framework

2.6 Recommendations for improvement of educational and employment opportunities

There is a wealth of information about the various services and programs that have been implemented to improve the outcomes of youth in foster care. Therefore, it is quite easy to identify and describe these services. What is evident though is the lack of empirical evidence that proves that programs or services such as the Independent Living Programs are effective (Collins, 2001; and Naccarato, Brophy & Courtney, 2010)

One of the primary reasons, in the opinion of these authors, is the lack of proper evaluation of independent living programs. Therefore, the appropriateness and effectiveness of independent living programs in as far as improving educational and economic outcomes for youth transitioning out of foster care, still needs to be proven.

2.6.1 Encourage and support youth to obtain formal qualification

Every youth transitioning out of the foster care system should be encouraged to obtain a formal qualification. Pecora, *et al.* (2006) put emphasis on encouraging youth in foster care to complete their high school education. This is in line with research findings that indicate that foster youth who have completed high school are more likely to go on to obtain a diploma or a degree (Courtney *et al.*, 2001). It may be reasoned therefore that acquiring a degree increases the chances of foster youth to secure

decent and stable employment.

Young people should not only be prepared and supported exclusively to make immediate decisions for the completion of their secondary or high school qualification. It is important that they are also prepared from a developmental approach to a process that links their current educational goals with long term career goals which are associated with obtaining formal higher education and employment opportunities (Sweet, *et al.*, 2010).

Sweet, *et al* (2010), however warn against focussing exclusively on the traditional career progression (i.e. school to university to work) but rather the encouragement of young people to be exposed to options and opportunities available in vocational training.

Therefore, youth in foster care have to be exposed to, as well as receive training on, how to access opportunities within institutions of higher learning that will support them in obtaining a diploma or a degree and then the labour market. In doing so, they will improve their chance of securing decent employment.

2.6.2 Shift from classroom based activities to experiential activities

Collins (2001) places emphasis on the shift from “classroom-based activities to hands-on activities” in preparing young people for employment. Pecora *et al.* (2006) also echo this idea, advocating for youth who are transitioning out of the foster care system to have access to experiential training in addition to classroom-based training, such as employment and driver’s education.

2.6.3 Direct engagement with the labour market and institutions of higher learning

In addition to experiential training, Collins (2001) recommends that programs should provide apprenticeships or affordable vocational programs and connections to potential employers. Pecora *et al* (2006) suggest two ways in which this can be done. **The first** is through improved coordination between child welfare agencies and local employers through formalised partnerships. **The second** is ensuring that youth in foster care receive special preference when it comes to programs such as summer internships, internships, job referral programs or any work where young people are able to receive a stipend.

Collins (2001) and Pecora *et al* (2006) believe that this is one way of ensuring that there are more jobs available for this population group. Naccarato *et al.* (2010) indicates that there is a need for youth in foster care to be intensely engaged in such programs before they exit the foster care system in order to improve their employment outcomes. Casey Family Program (2008) found that youth who acquired work experience while they were in high school had a better chance of moving into employment than those who did not. According to Pecora *et al.* (2006), work experience and on-the-job coaching afford young people the opportunity to develop discipline and self-reliance from an early age. These attributes are important if young people are to be able to secure and maintain employment as young adults.

2.6.4 Minimise logistical barriers

Youth transitioning out of foster care should be assisted with access to affordable transportation to work as well as assistance with getting a driver's licence (Pecora *et al.*, 2006). According to the authors, when young people cannot afford transport costs, they may not be able to attend after-school programs, job interviews or even go to work. It goes without saying that the acquisition of a driver's licence before exiting the foster care system may increase the chances of the young person getting a job.

2.7 International interventions that facilitate successful transition

This section provides a brief outline how various jurisdictions have implemented interventions in order to facilitate the successful transition from foster care to adulthood. This is in terms of policy and legislative framework that has been adopted to promote and services that support successful a transition to adulthood of youth in foster care and the programmes that have been implemented in order to prepare, support and equip them with skills required to make a successful transition to adulthood. The United States and the Korea are used as samples.

2.7.1 United States

According to Stein and Munro (2008), the legal framework of the foster care programs in the United State is governed by the Title IV-E and IV- B of the Social Security Act. In 2002, approximately 517 000 children were living in out-of-home care (referred to as alternative care in South Africa).

Over sixty percent were placed in foster care placements with non-relatives (64%) compared to only about 24 % placed in kinship foster care (Stein & Munro, 2008).

The majority, (88%), of children in out-of-home care, eventually exit the system after being reunified with their families, adopted or placed with a legal guardian, according to the US Department of Health and Human Services (Stein & Munro, 2008). Over 20 000 youth exit the foster care system because they reached the age of majority (18 years old) or after graduating from high school (Stein & Munro, 2008).

According to Bussey, *et al.* (2000), only a few states in the United States allow youth to remain in foster care beyond the age of 18 years. As a result, the majority of youth who exit the foster care at the age of 18 years have been found to have poor outcomes on multiple domains including education, employment, homelessness, early parenthood and conflict with the law as they struggle to make a living on their own.

2.7.1.1 Legal and policy Framework.

According to Stott (2013) the federal government of the United States has, in the last 28 years, passed three laws that are aimed at addressing the challenges of foster youth as they make their transition to adulthood and independence. These include the following:

i. Independent Living Initiative (1986).

The primary goal of the Independent Living Initiative was to ensure that young people ageing out of the foster care system receive transitional services that equip them adequately for independent living. Independent living can be described as multiple services rendered by child welfare authorities to youth in the preparation for their exit or their support after they exit the foster care system, to facilitate a successful transition to adulthood (Stein & Munro, 2008). There is no standard definition of the term independent living or even the type of services linked to it. According to Courtney and Terao (2002) independent living services consist of life skills training, mentoring programs, transitional housing, health and behavioural health services, educational services and employment services.

However, according to Stein and Munro (2008) the independent living initiative law prohibited the use of federal funds for use of accommodation. They rather focus on funding common services such as outreach programs, training in independent living, education and employment assistance, counselling, case management and less popular services such as written transitional independent living plans. In order to be eligible for these services youth in foster care have to be between the ages of at least 16 years and not older than 21 years old (Stein & Munro, 2008).

ii. The Foster Care Independence Act (1999).

Through The Foster Care Independence Act of 1999, foster care youth transitioning out of care had access to financial support for housing, especially if they were not reunited with their family or legally adopted (Okpych, 2012). Foster youth who are pursuing post-secondary education or training are eligible for 5000 dollars per year towards their tuition, book, room and board and transportation until the age of 23 (Okpych, 2012). The foster youth would only remain eligible for Chafee Educational Training Voucher (ETV) until the age of 23, provided that they have exhausted all other resources and maintain good progress records on their programme they are enrolled for at the institutions of higher learning (Collins, 2004). The extension of ETV until the age of 23 is based on evidence that suggests that young people are still in the process of completing their tertiary education and are not in the position to be self-sufficient.

iii. The Fostering Connections to Success and Increasing Adoptions Act.

The Fostering Connections to Success and Increasing Adoptions Act of 2008 made it mandatory for the case worker, together with the youth, to develop a transitional plan that is relevant to the youth's needs. The transition plan must set out resources available to the foster youth after they exit foster care (such as housing, education, employment, healthcare and other services) that may be deemed necessary by the youth (Collins, 2004).

2.7.2 South Korea

The South Korean government developed a Child Development Account program (CDA) in order to help foster youth to make a successful transition to adulthood. This program is designed specifically for children who are orphans, abused and neglected as well as children who were given up for adoption by their biological parents because of economic hardship or divorce (Nam & Han, 2010). Through the CDA program, children can exit the child welfare system with some money that they have accumulated which will benefit them in one of the two ways; - firstly by providing buffers against unexpected economic losses; secondly; - facilitating a stable living arrangement and thirdly enhancing human capital (Nam & Han, 2010).

Additional benefits of the CDA program is that it helps children to become optimistic and motivated about their future and provides them with financial management skills from a young age (Nam, Huang, & Sherraden, 2008). These are literally life changing interventions, especially considering the fact that children who enter the child welfare system usually come from poor socio-economic backgrounds. Without such intervention, they would otherwise not have any financial resources or support from their families during their transition to adulthood (Courtney *et al.*, 2001).

The CDA program is implemented through collaboration between multi-intersectoral partnerships that includes government (Korean Ministry of Health and Welfare and Local Government), private sector (Shinhan bank) and the NGO sector (Korean Institute of Health and Social Affairs and Korean Federation of Child Welfare). Table 5 below lists the features of CDA Program.

According to Nam and Han (2010) the successful implementation of the CDA program is a direct result of the well-coordinated collaboration and cooperation between these partners, because these partners were able to pull their resources together and leverage from the diverse expertise and knowledge available, which resulted in conception of an innovative and practical solution to complex societal problem. The CDA in Korea is a splendid example of how governments can collaborate with other stakeholders in order to deliver services that will address social problems.

The assets based approach of the CDA is critical in ensuring that children develop the mentality of planning and preparing for their future while instilling in them a sense of control over their future outcomes. The saving model which it incorporates is critical particularly when children come from poor families and will not be able to afford the high costs of further education and training or starting a business.

The incorporation of sponsorship funds into the model also stands out and reflects empathy for the children who come from very poor families and who would have difficult to save. It further ensures that all children in the program have the same pool of resources.

The adoption and implementation of the various policy and legislative frameworks discussed above indicate that the transition to adulthood of youth in care is receiving public policy attention in world leading countries. This demonstrates that policy makers in these countries acknowledge the challenges

and needs of this population group during their transition out of care to adulthood and recognise the need to develop and implement intervention strategies and programs that will assist them to make a successful transition to adulthood. Table 3 below shown below shows the features of the CDA program and provides a brief description of each feature.

Table 3 Features and brief description of CDA

Program Feature	Description
Eligibility	Children under age 18 in the child welfare system and disability facilities are eligible.
Automatic account opening	Shinhan Bank automatically opens an account for all children whose names are compiled and forwarded by local governments and the Korean Ministry of Health and Welfare.
Incentives	1:1 match to deposits made into CDAs up to \$30 a month • A higher interest rate for deposits than other non-CDA accounts
Account structure	A child has two accounts: a savings account and a fund account • Savings made by participating children, guardians, or sponsors are deposited into a savings account • Government's matches are deposited into a fund account and cannot be withdrawn for purposes other than those permitted by the CDA program
Matched withdrawal	• At age 18, children can withdraw matched savings for higher education, vocational training, housing, micro-enterprise start-up, medical costs, or wedding expenses. • Between ages 15 and 18, children can withdraw savings in CDAs for training and education if they have saved for at least 5 years. • Professional counselling is to be provided at the time of withdrawal.
Sponsorship	Three sponsorship programs include traditional sponsorship without preconditions; designated sponsorship to CDAs; and undesignated CDA sponsorship.
Financial education	• Age-appropriate curricula, "A bag of hope" developed by KIHASA • Designed to (1) promote prudent consumption and savings, (2) help children practice saving skills in their everyday lives, and (3) plan for a stable economic future • Implemented by local governments

Adapted from Nam and Han (2010)

2.7.3 Conclusion

There are key lessons that can be learnt from how the US and Korean government's approach to facilitating a successful transition to adulthood. One is that enacting a legislative framework that is aimed at addressing the specific needs of foster youth transitioning to adulthood serves as an instrument that facilitates the provision of transitional services to this population group.

In addition, it serves as a key to ensuring that government makes funds available for the implementation of the provision of services on a large scale. Furthermore, it creates an enabling environment for other stakeholders to work in collaboration with government to meet the needs of this population group. However, legislative framework without enforcement measures makes it difficult for the government to get compliance of legislation. This is because without enforcement, the legislation or policies are at risk of being treated as optional rather than as mandatory.

It is also clear that effecting change through enacting legislation is a very slow process but once it is achieved it is able to have large scale impact. Therefore, it is important to have good synergy between the efforts of the stakeholder in order to achieve maximum impact in the lives of foster youth transitioning to adulthood.

These are important lessons within a South African context, particularly to this research study. It makes the researcher conscious of the value and power of advocating for enacting a legislative framework that specifically speaks to the needs and challenges of this population group. This is especially true in the context of South Africa where there is no legislative framework that is aimed at facilitating a successful transition to adulthood of youth in foster care.

The expectations of the researcher are also moderated in as far as what the scope of this research will be able to achieve in terms of time and resources required. The researcher is brought to the understanding for instance that the scope of this research will not result in the legislative framework being enacted but rather that it can serve as a platform to highlight its importance and advocating tool to have the legislation enacted.

This type of insight influences how the researcher thinks about what a feasible solution would look like in terms of the time and resources that are available within her sphere of influence. In addition, it also serves as an opportunity to incorporate this insight into the design of the solution from the onset. This involves designing the solution with scale in mind. Furthermore ensuring that the design of the solution takes into consideration the capabilities, resource pool and management systems required in order to design a service that will be effective in facilitating a successful transition to adulthood of youth in foster care.

2.8 Definition of social entrepreneurship

The social entrepreneurship phenomenon has attracted a lot of attention over the last two decades. It has been identified as a mechanism that addresses market and government shortcomings of meeting the needs of the various segments in our society that are disadvantaged, marginalised and poor.

Social entrepreneurship has its footprint in different sectors including but not limited to health, economic development and education. One of the key elements that makes this phenomenon fascinating is the merging of social improvement and business, to create sustainable social impact.

In the midst of this fascination resides confusion that emanates from the lack of coherent definition of the concept of social entrepreneurship. As the concept and process evolved, the understanding and relevance differed depending on the point of reference of the practitioner. For instance, given its strong connection with social improvement, social entrepreneurship has been commonly associated with and limited to the non-profit organisations with income generating strategies.

This view has been dismissed as an untrue reflection of the heart of social entrepreneurship (Osberg &

Martin, 2015). To illustrate this, Dees (2001) makes reference to two settings in which social entrepreneurship operates, namely in “for-profit” and “hybrid” organisation.

Furthermore, individuals who either start a non-profit organisation or through their business make a contribution of any kind to improve any social issue, have also been characterised as engaging in social entrepreneurship efforts. With so many different views on what constitutes social entrepreneurship, the confusion is indeed understandable.

Martin & Osberg (2007) call for a less inherently confusing and more respectful application of the term, rather than indiscriminate use of the term that is not only critical but inappropriate. Both Dees (2001) and the latter authors hold in high regard the importance of a clear definition of the term social entrepreneurship, for the sake of the credibility of social entrepreneurship as a discipline and to give acknowledgement and credibility to the work done by social entrepreneurship.

Therefore, it cannot be seen as a one-size-fits-all kind of field. So what is social entrepreneurship? And what makes social entrepreneurs different from ordinary entrepreneurs?

2.9 Distinction between social entrepreneurship and other social ventures

It is important to clarify differences between social entrepreneurship and other social activities that contribute to making society a better place and as result are often wrongly referred as social entrepreneurship. An outline of social service provision and social activism, see Table 4 in page 35 for details.

Martin and Osberg (2007) distinguish social entrepreneurs from social service providers and social advocates, based on their ability to take direct action and work relentlessly to shift dynamics of complex systems that disadvantages a certain segment of the population to one where the disadvantaged group's quality of life is significantly improved and prosperous through their innovative and creative interventions.

However, Osberg and Martin (2015) have since learned that in some cases, social entrepreneurship and social advocacy complement one another. They found that the equilibrium change is driven by social entrepreneurs who create a product or service that starts a transformation and as a result of great advocates for it, is able to bring more resources (such as government resources) in order to increase the scale of the enterprise. They make reference to the work of Vicky Colbert who integrated both in order to achieve her social mission. By taking direct action to change an equilibrium (this is creating a transformation student-led approach to schooling in rural areas in Colombia) which is social entrepreneurship element, and then advocating for the Colombian government to adopt the transformation student-led approach as a curriculum in the country.

This merger resulted in her being appointed the minister of education, which allowed her to scale her model to reaching almost every single child in the Colombian educational system - something that would have taken many years to achieve if she remained with the school to school approach. This

demonstrates that social advocacy can serve an important role to elevate the work of social entrepreneurs.

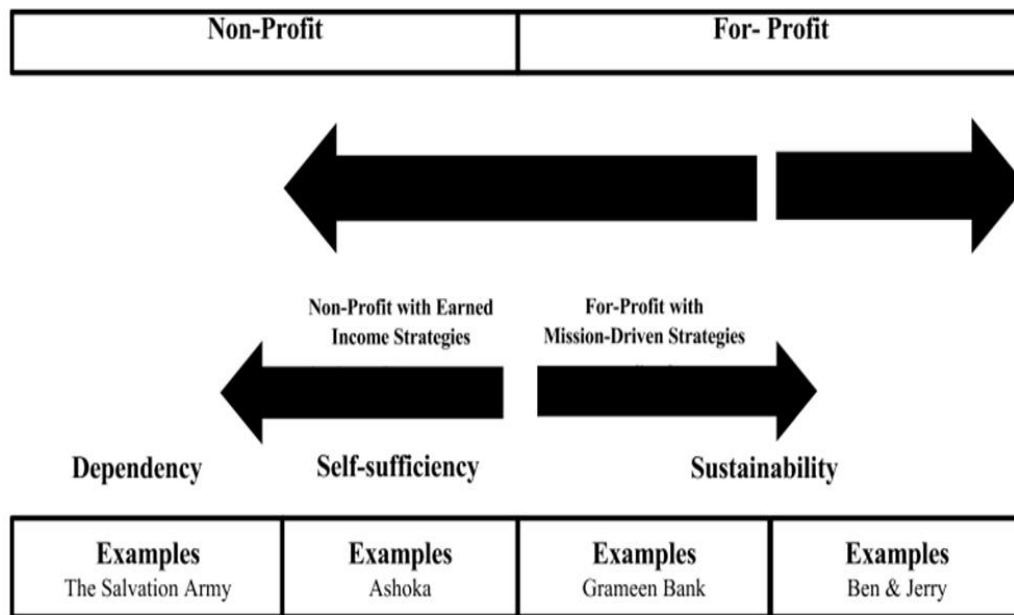
Table 4 Outline of the social entrepreneurship vs other social ventures

SOCIAL SERVICE PROVISION	SOCIAL ACTIVISM
<p>Take direct action but they leave the existing system in place while seeking to reduce its negative effects.</p> <p>Direction Action Set up an organisation to address the changes they seek</p> <p>Impact Does not lead new superior equilibrium Impact remains constrained to local population Services area stay Scope is determined by resources available within the organisation.</p> <p>Example School for orphans</p>	<p>A courageous and committed individual identifies an unfortunate stable equilibrium.</p> <p>Direct action May or may not set up an organisation to advance the changes they seek, rather attempt to create change through indirect action by influencing others e.g. government.</p> <p>Impact Successful improvement to existing system in some cases even new equilibrium. Impact is dependent on the willingness of the stakeholders to act.</p> <p>Example Martin Luther King</p>
SOCIAL ENTREPRENEURSHIP	
<p>An individual who identifies and stable and just system that causes pain and suffering to marginalised segment of the population. Seeks to transform the existing system into a completely new and superior that changes the life trajectory of the marginalised for the better.</p> <p>Direct Action Leverage or repurposes existing resources Bring in new actors into the system Build a sustainable and scalable business model for change</p> <p>Impact Lead to completely new and superior equilibrium Encourages replication and new ecosystems Services area is not constrained by one location</p> <p>Example Grameen Bank</p>	

Sources: adapted from Osberg & Martin, 2007 and Osberg & Martin, 2017

2.10 Spectrum of social entrepreneurship

Abu-Saifan (2012) provides a very helpful and enlightening diagram illustrated in Figure 4 (page 36) that illustrates the boundaries of each discipline, which he refers to as the spectrum of social entrepreneurship. This is a most comprehensible and informative diagram, illuminating and clarifying the confusion around the meaning and context of social entrepreneurship. Furthermore Figure 4 also shows that social entrepreneurship operates within the boundaries of a non-profit organisation, with earned income strategies where the goal of the organisation is to be self-sustainable and for-profit organisation with a mission driven strategies where the goal of the organisation is sustainability (Abu-Saifan, 2012).



Source: Abu-Saifan (2012)

Figure 4: Spectrum of social entrepreneurship

Social entrepreneurship is therefore well distinguished between not for profit organisations that are dependent on donor funding to run their social missions and also for-profit companies whose primary focus is on maximising profit. Figure 4 (above) indicates that ventures that are driven by the social entrepreneurship framework make use of sustainable business models that generate income in order to address the social issues that they are concerned with.

Unlike business entrepreneurs whose primary purpose is maximum profit, social entrepreneurs are driven by their deep desire to achieve their social mission (Dees, 2001). The social mission is not only central to the fibre of social entrepreneurship, it is also a non-negotiable element of social entrepreneurs.

However, this is not to say that social entrepreneurs are opposed to making money. On the contrary, social entrepreneurs recognise and acknowledge the importance of wealth creation, because in the circles of social entrepreneurs, wealth creation represents the means to doing more in order to achieve their social mission (Osberg & Martin, 2015).

Unlike business entrepreneurs who target those who are willing and able to pay, social entrepreneurs are driven by the desire to serve the poor, marginalised and disadvantaged (Osberg & Martin, 2015). These are a segment of the population who are willing to pay for services or products they need but are not able to pay.

It is for this reason that social entrepreneurs are considered to be a special breed of entrepreneurs, who are considered as important to the social wellbeing of society as entrepreneurship is important to the economic growth of our society (Martin & Osberg 2007).

It is therefore critical to make a clear distinction between these two types of entrepreneurship in terms

of what they do and the mechanism they use to achieve what they set out to achieve, as well as how their impact is measured.

Some of the individuals who have taken the lead in creating business models that have financial and social returns include Dr. Hale and Yunus. They are regarded as the disruptors in their fields of pharmaceutical and financial industry respectively.

Through their innovative business models, they have changed the life trajectories of their target market, which is the poorest of the poor, by improving their quality of life through accessible and affordable medicine, or access to the financial services they need to improve their quality of life.

It is for this reason Victoria and Muhammad were dubbed social entrepreneurs. Their ventures serve as examples of social entrepreneurship in action and are discussed below. Their work is illustrated in the examples below.

2.10.1 Institute for One-World Health (OWH)

2.10.1.1 Identify Stable but unfortunate equilibrium.

According to Martin, 2009, Victoria Hale would be awarded the excellence in integrative thinking award for the work she has done through the OWH. To quote Martin:

“She forged a creative resolution of two entrenched business models – one that was brilliantly successful at developing drugs but was structurally unsuited to serving low-income markets, and another that served low-income markets well but was structurally unsuited to developing new drugs. Rather than simply accepting the limitations of either models, Hale took personal responsibility for devising something new to the world: a non-for-profit pharmaceutical company” (Martin, 2009; p 111).

The big pharmaceutical companies held patents for drugs that were developed to treat neglected diseases which affect the poorest of the poor in Africa. However, they did not develop these medicines because the population group that needs these medicines could not afford them and development of these drugs would not yield great profit gains. Instead, the focus was on developing drugs for diseases affecting well-off people that live in developed countries like the US, at maximum profit gains.

2.10.1.2 Take Direct action.

Due to her experience as the pharmacologist, she understood the entire spectrum of the development of drugs by pharmaceutical companies. She also knew that drugs existed that could make a huge difference in the developing countries but were not developed because pharmaceutical companies which have patents for those drugs were focused on developing drugs for diseases affecting people in the developed world because they could afford to pay for them.

She founded One-World Health, the first non-profit pharmaceutical company in the United States, with a goal of treating neglected diseases affecting the poor, regardless of their ability to pay (Martin & Osberg, 2007). One World Health could bring much needed drugs to market for a fraction of the

usual cost by using the following strategies

- By repurposing existing drug research, conducting clinical trials overseas and building innovative partnerships with big pharmaceutical companies, in-country drug manufacturers and local distribution and delivery partners, (Ashoka, 2006).
- By identifying drugs that were at the advanced stage of their development and completing their development. They were primarily focused on developing drugs that can address the needs in the market they are targeting.

The first drug that OWH got rights to was Paromomycin, an antibiotic developed in the 1960's, which provides a cost-effective cure for Visceral Leishmaniasis (also called black fever), a disease that afflicts half a million people around the world and kills more than 200,000 people each year in India, Bangladesh, Nepal and parts of Africa and Latin America and is the second most deadly parasitic disease in the world following malaria (Ashoka, 2006).

One World Health was responsible for conducting the risky and expensive research and development needed to develop the cure for black fever (Martin, 2009). With the assistance of the Indian government and the scientist there, OWH was able to complete clinical trials with a 95% cure rate of Black Fever, at a fraction of the cost (Martin, 2009).

As a result of the intervention of OWH, the treatment of Black Fever would cost less than 10 dollars compared to 100 dollars, almost the total life earnings of person who suffers from Black Fever from a poor country like India (Martin, 2009). As a result of this success, Victoria Hale was able to secure additional donor funding to the value of 150 million dollars to develop a drug to cure Cholera and Malaria.

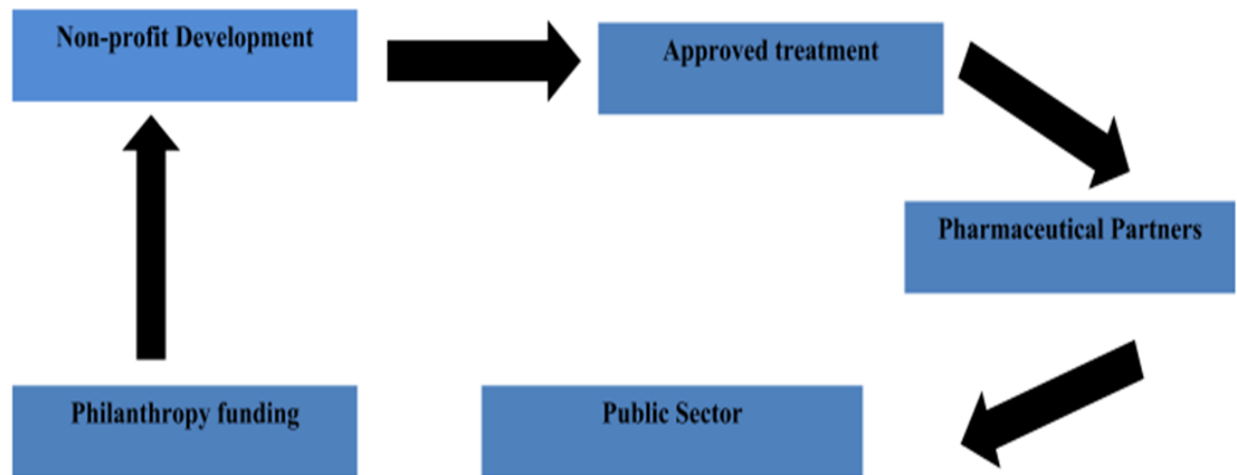
2.10.1.3 Advantages and disadvantages non-profit entity.

Since OWH was a non-profit company, it was allowed to raise the necessary capital (150 million dollars in total) to set up the operations from philanthropists and ensure access to resources such as compounds and expert time (Martin & Osberg, 2007). Victoria Hale, at the Global Washington 2011 Conference, highlighted two disadvantages with OWH non-profit business model, namely:

- Social mission: What defines success in the social sector is defined by the pharmaceutical partner rather than OWH.
- Dependent on continuous funding: Since the pharmaceutical partners have adopted the medicine and were running it through their corporate social responsibility programs, they had the monopoly to decide the scale of the distribution of the medicine and where it will be delivered. This model required continuous funding from the donor; this meant that without continuous funding the project will die. This type of funding condition makes the organisation vulnerable both in terms of their continued existence and the having to give into the donors demands which they would otherwise not give into if they had other options for survival.

2.10.1.4 Sustainability.

Given the fact that profitable returns were never at the forefront when establishing OWH, in order to be sustainable they outsourced the manufacturing of these medicines to companies who would produce them at cost and sell them around the world. This was their sustainability strategy to ensure that medicines continue to reach people that needed them. This is illustrated in Figure 5: OWH Business model below.



Source: Adapted from Hale (2011)

Figure 5: OWH Business model

As a result of the lessons learnt from One World Health, Hale established another non-profit pharmaceutical company called Medicine360 with a hybrid business model (Zhang, 2013). Medicine 360 encompasses both non-profit and for-profit pharmaceutical company.

It was founded to make medical solutions affordable and accessible to the needs of women while also being profitable to its shareholders (Matthuis, 2015). Hale holds the belief that the next generation doesn't want to have to choose between doing well financially and doing good in society. They want to work for companies that are doing both.

Her mission therefore was to establish a different kind of pharmaceutical sector: one that was not just motivated by profit gains but providing access to medicine to all of the humanity that need them, not just those that could afford them.

The mission of Medicine 360 is to make birth control more accessible and affordable to all women (Matthuis, 2015 July 22). The first product they developed was to tackle unplanned pregnancies because they believed that the lack of access to affordable contraception means that most women cannot avoid unplanned pregnancies (Medicine 360 website 2015). Out of 6 million pregnancies in the US every year, half are unplanned while 40% of unplanned pregnancies result in abortions. Medicine 360 believes it can change those numbers and in the process, change women's lives for the better.

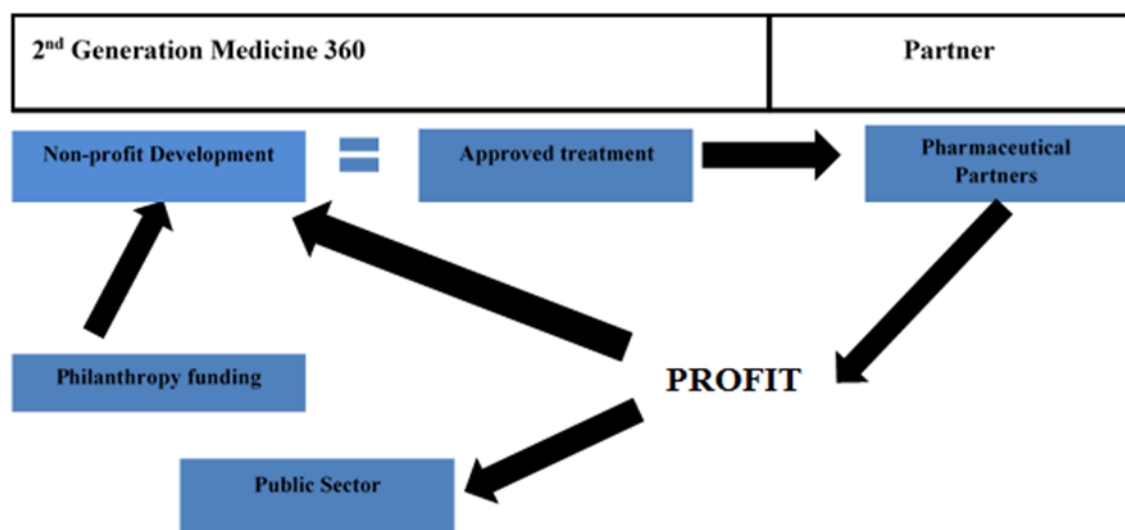
Out of all forms of birth control in the US, the hormonal intrauterine contraceptive device (IUD) is one of the most effective but its high cost and limited availability make it one of the least used methods. They believe something is wrong when one of the most effective is one of the least accessible; Medicine 360 believes they can fix that (Medicine360, 2016). They aim to do this by educating women, developing a new hormonal IUDs and creating a sustainable model that serves all women everywhere (Matthuis, 2015 July 22).

2.10.1.5 Medicine 360 business model.

Their first step is to source philanthropic funding, donated to their non -profit arm. They then use that funding for research and analysis to determine the unmet need. They go on to develop the product, in this case the hormonal intrauterine contraceptive device (referred to as Hormonal IUD) called Liletta (Matthuis, 2015 July 22).

This is then sold to woman with health insurance at premium a price, which in turn subsidises that same product which is sold at a very low price to women who don't have insurance. Then they recycle all the profits back into research and development to create the next innovative health care product for women unmet needs (Medicine360, 2016). See summary of the Medicine 360 in Figure 6: Medicine 360 business model

below.



Source: Adapted from Hale (2011)

Figure 6: Medicine 360 business model

She highlights two advantages of this hybrid business model

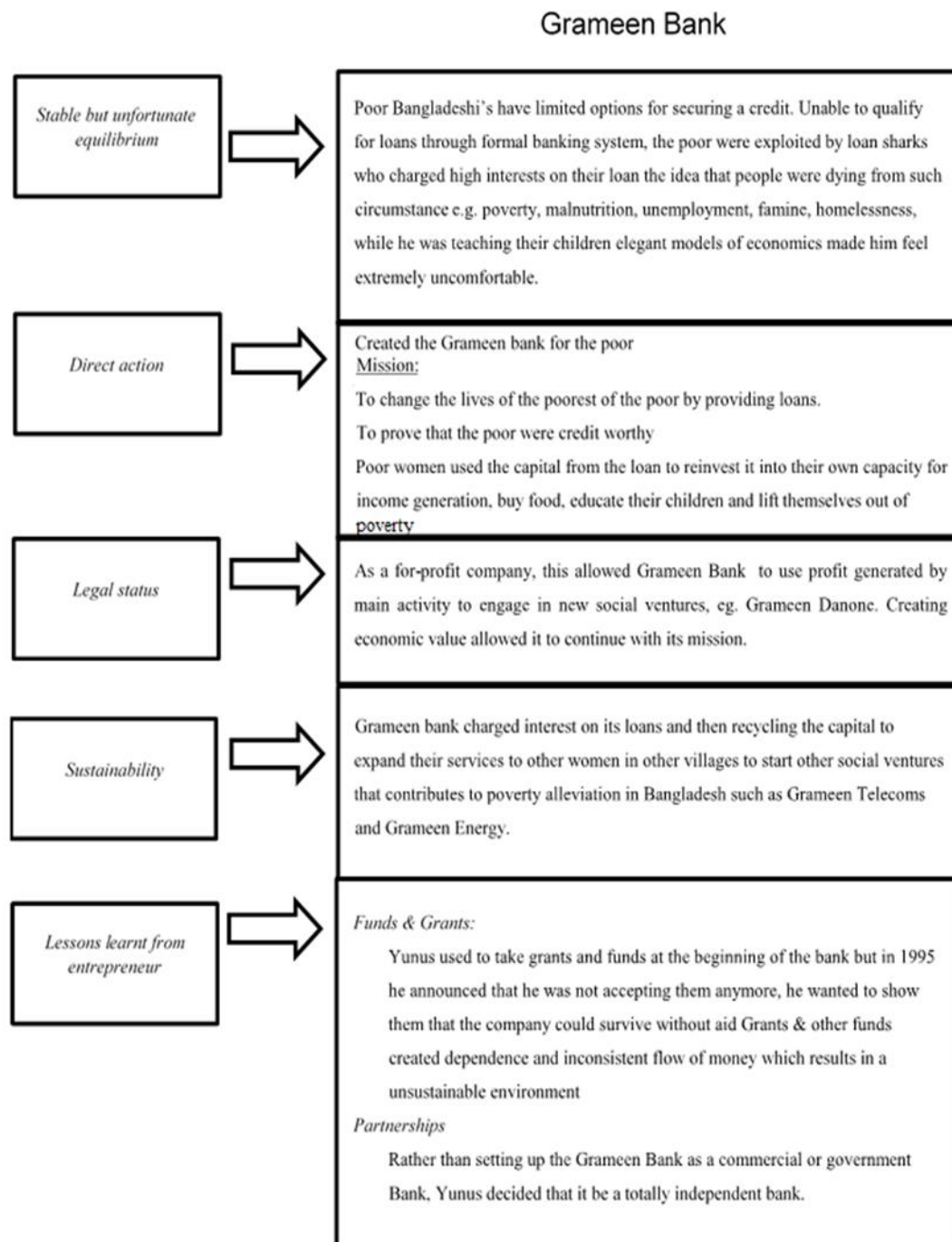
- *Financial sustainability:* Medicine 360 can operate as a self-sustainable company because the profit it makes are reinvested into business. They therefore do not need continuous funding from donors.
- *Authority to define social mission:* Medicine 360 is able to dictate and control what is public

sector success rather than pharmaceutical partner doing it. Therefore, the company has more autonomy in deciding the level of scale they wish to reach within certain frames. This means they have more power.

2.10.2 Grameen Bank

Another example of the social entrepreneurship model can be illustrated is through the Grameen bank for the poor founded by Muhammad Yunus in 1976. Figure 7: Grameen Bank Model

(below) shows this illustration.



Adapted from Jafarli, Nguyen and Cisse (2014)

Figure 7: Grameen Bank Model

These examples serve as illustrations of situations where a stable but unpleasant equilibrium persisted at the expense of the poor and marginalised population groups in society. The equilibrium was however shifted by the creative intervention of social entrepreneurs who envisioned a new future. They went on to shift the dynamics that sustained the unpleasant systems and transformed them into entirely new, superior and sustainable systems where the group quality of life of the target population

is significantly improved and their life trajectory completely altered (Osberg & Martin, 2015). This approach to solving a problem can be referred to as dissolution, which is regarded as the most highly-valued approach to problem-solving (Ackoff, 2004).

To dissolve a problem is to redesign the organisation that has the problem or to alter the environment in which it operates so the problem is eliminated and cannot reappear (Ackoff, 2004). This concept is echoed in the principles of an old Chinese proverb that says that giving a hungry man a fish may solve his problem, but it will reoccur. Teaching him how to catch a fish can dissolve his problem. Dissolution is the means of preventing a problem. Dissolving or eliminating a problem can be achieved through design. This is design for effectiveness, rather than improvement for efficiency (Ackoff, 2004).

Hale and Yunus achieved this by designing new systems whose purpose is to serve and meet the needs of the marginalised and disadvantaged groups they cared about. Change in purpose is considered one of the most effective leverage points because it brings about a fundamental change in the system (Meadows, 2009).

2.10.3 Conclusion

Social entrepreneurship, therefore, emerges when an individual (who is later referred to as social entrepreneur) identifies a terrible and seemingly unsolvable problem, which leads to the marginalisation and suffering of a certain segment of the population. This individual is motivated to completely transform this to a new equilibrium rather than making an incremental improvement or ameliorate the impact it has on that population group.

What distinguishes social entrepreneurship from other social ventures lies in the outcomes rather than in the initial entrepreneurial context or the personal attributes of the founders of social ventures. (Martin & Osberg 2007). The outcomes of social ventures that operate within the social entrepreneurship context are characterised by:

- Creating a new, permanent equilibrium that provides a meaningfully higher level of satisfaction for the participants in the system (Martin & Osberg, 2007). When Yunus created the Grameen Bank for the poor he did not just provide the poor with access to affordable credit, he altered the belief of transitional banks that the poor are not creditworthy and high credit risk. Hale did not just provide the poorest of the poor with access to tropical medicine. She changed the entire value chain of the pharmaceutical industry. These two entrepreneurs did not try to come up with a solution within the existing structures. Instead, they reorganised existing resources differently to achieve a fairer and better ground for the poor, marginalised and disadvantaged.
- For Survival and success, social entrepreneurs move beyond the entrepreneur and the original social venture (Martin & Osberg, 2007, p 7). The idea of microfinance has now been adopted worldwide and applied in various contexts. Its existence today is much bigger than Yunus - it

is not even dependent on him. This can also be said for the work carried out by One World which continued to exist, even though Hale has moved on to start another social venture similar to what she did by starting Medicine 360.

- It inspires mass market adoption, significant levels of imitation and creation of an ecosystem and within the new equilibrium (Martin & Osberg, 2007, p 7). Yunus' innovative idea of microfinance has inspired a whole eco-system and industries, which never existed before the launch of the Grameen Bank.

2.11 Business entrepreneurship

The primary aim of a business entrepreneur is to maximise profit (and thereby wealth creation) for the founder and the investors in the business (Dees, 2001). To maximise profits, a business entrepreneur targets the segment of the population that is willing and able to pay for the product or service the entrepreneurs is offering, at a rate that is more than the cost of resources the entrepreneurship used to create the product or service (Osberg & Martin, 2015). Therefore, the strength of the business entrepreneur is indicated by his/her ability to shift resources to a point where they are more economically productive. Failure to do this results in the business entrepreneurs losing the resources available to him and subsequently out of business (Dees, 2001).

Dees (2001) quotes Jean Baptiste, who defines an entrepreneur as an individual who creates a product or service that creates value for customers by “shifting the economic resources out of an area of lower productivity into an area of higher productivity and greater yield” (p. 1). Schumpeter (1942) said that entrepreneurs create value for their customer through the concept called creative destruction. Creative destruction.....a process of industrial mutation that incessantly revolutionizes the economic structure from within, incessantly destroying the old one, incessantly creating a new one” (p1). “Creative destruction emerges when innovations not only disrupt, but completely transform traditional ways of doing things. Entrepreneurs do this by “reforming or revolutionizing the pattern of production by exploiting an invention or more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of material or a new outlet for products, by reorganizing an industry and so on”, (p. 1). A phenomenon which Schumpeter (1942) refers to as “a state at which the new venture and all its related ventures effectively render existing products, services and business model obsolete”, also known as “creative destruction”.

Table 5 Example of creative destruction and entrepreneurial characteristics

EXAMPLE OF CREATIVE DESTRUCTION AND ENTREPRENEURIAL CHARACTERISTICS	
<p>Entrepreneurial context: Computing system in which users were dependent on mainframe computers controlled by central IT staff who guarded the mainframe like a shrine. Users got their computing tasks done, but only after waiting in line and using the software designed by the IT staff. If users wanted a software programme to do something out of the ordinary, they were told to wait 6 months for the programming to be done</p>	<p>Entrepreneurial context: Prior to FedEx local courier services picked up the package and transported it to a common carrier that flew the package to the remote destination city. At this point it was handed over to a third party for the final delivery (or perhaps back to the local courier's operation in that city if it was a national company). This system was logistically complex, as it involved a number of handoffs and the scheduling was dictated by the need of the common carriers. Often something would go wrong, but no one would take responsibility for solving the problem.</p>
<p>AN UNSATISFACTORY EQUILIBRIUM <i>*system dynamists describe this kind of equilibrium as balanced feedback loop</i></p>	
<p>User's experience From the user's perspective, the experience was inefficient and unsatisfactory. But since the centralised computing model was the only one available, user put up with it and built the delay and inefficiencies into their work.</p>	<p>User's experience The users learned to live with slow, unreliable and unsatisfactory service – unpleasant but stable situation because no users could change it.</p>
<p>Entrepreneurial Characteristics <i>Inspiration</i> – entrepreneur are inspired to alter the unpleasant equilibrium due to personal frustration or empathy for others <i>Creativity</i> – entrepreneur develops a new solution that dramatically breaks with the existing one <i>Direct Action</i> – entrepreneur takes direct action by creating a new product or service and the venture to advance it. <i>Courage</i> – entrepreneurs take big risks and do things that others think are unwise, or even undoable <i>Fortitude</i> – to drive their creative solutions through to fruition and market adoption entrepreneurs need creative ways around the barriers and challenge that arise</p>	
<p>ENTREPRENEURIAL OUTCOME <i>Entrepreneurs create a new stable equilibrium, one that provides a meaningful higher level of satisfaction for the participants in the system.</i></p> <p>Smith didn't invent a way to make handoffs between couriers companies and common carriers more efficient and error free. Jobs & Wozniak didn't develop algorithms to speed custom software development or campaign against mainframe or encourage the users to rise up and overthrow the IT department.</p>	
<p>Steve & Woznia Created a personal computer that allow users to free themselves from mainframe They didn't simply attenuate the users' dependence on the mainframe- they shattered it. Shifting control from the glass house to the desktop They created an entire ecosystem with numerous hardware, software and peripheral suppliers; distribution channels and value added resellers; PC magazines, trade shows and so on. Because of this new ecosystem Apple could have existed from the market within a few years without destabilizing it. The new equilibrium did not depend on the creation of replication of the model and the spawning of a host other related businesses.</p>	<p>Smith Created a new world of package delivery that raise standards, changed business practices, spawned new competitors, and even created a new verb "To FedEx" Smith convinced himself and the world that it made sense to acquire a fleet of jets and build a gigantic airport and sorting centre in Memphis, in order to provide next day delivery without the package ever leaving FedEx's possession He did this at a time when all of his entrenched competitors had only fleet of trucks for local pickup and delivery. They certainly didn't have run airport and maintain huge number of aircraft.</p>
<p>SUMMARY POINTS The entrepreneurs found new and utterly creative solution to the problem at hand. The delta between quality of the old equilibrium and the new one was huge The new equilibrium quickly become self-sustaining The initial entrepreneurial venture spawned numerous imitators Together these outcomes ensured that everyone who benefitted secure the <u>higher ground.</u></p>	

Source: Adapted from (Martin & Osberg , 2007)

Table 7 illustrates the process of transforming a stable but unjust system within the business entrepreneurship context through examples of ground breaking entrepreneurs such as Steve Jobs (Apple) and Steve Wozniak (FedEx). It depicts the user experience prior to their offering, the kind of entrepreneurial characteristics that they had and the outcomes. Table 7 is based on Osberg & Martin (2007) analysis of creative destruction within the business entrepreneurship context.

2.12 Uneven market place for social entrepreneurs

Business entrepreneurs and social entrepreneurs do not enjoy equal playing ground in the market. The president of the Skoll Foundation, Sally Osberg, explains this very well, when comparing traditional entrepreneurs with social entrepreneurs. She says “The social entrepreneur does all that the entrepreneur does: comes up with a game-changing idea, builds the venture, attracts the capital, builds the market, and brings the beneficiaries into the fold. But he or she does it backwards and in high heels, because the networks and systems for financing, capitalising, getting the talent into the venture — that doesn't exist the way it does in the private sector,” (Snyder, 2016, p. 1).

The unequal playing field is attributed to the fact that, unlike social entrepreneurs, business entrepreneurs benefit from a well-established ecosystem in the market, which includes bankers, management consultants, lawyers, accountants, business school and so on, which play an instrumental role in facilitating the success of their businesses (Social Impact Investment Taskforce, 2014).

Furthermore, the type of financing available to social entrepreneurs is often restrictive in nature compared to the options available to business entrepreneurs because its use is limited to use on specific projects. For instance, most of the big foundations are still focused on programmatic and project-based funding. This means that no provision is made for organisational operational capacity, whether through hiring be the right executive talent or creating the back-office infrastructure that improves efficiency” (Social Impact Investment Report, 2014; p 10). Restrictive funds serve as a serious limitation to the social entrepreneur’s capacity to innovate and grow.

In addition, the most common obstacle faced by social entrepreneurs is securing early stage risk capital (Social Impact Investment Report, 2014) There are very limited pools of investors are willing to walk side by side with the social entrepreneurs through the critical early stages of a high risk, high growth impact business. Some of investors who provide seed capital to social entrepreneurs include (but not limited to) Ashoka, Echoing Green and Draper Richards.

While organisations like the Skoll Foundation are mezzanine investors, meaning they only provide funding to social entrepreneurs with proven track record, they target social entrepreneurs who can demonstrate that their intervention will support an innovative business model that brings about large-scale impact.

Another challenge that social entrepreneurs have struggled with, that business entrepreneurs do not have to, is measuring their value creation or impact. Unlike business entrepreneurs who produce

services or products that are easily quantifiable and translated into profits as a measure of value creation, social entrepreneurs often struggle to quantify the difference they make in society. In addition, they cannot translate it to profit, making it challenging for them to justify the resources that they require to deliver their desired social value (Dees, 2001).

However, recently, more and more social entrepreneurs are now able to provide evidence that demonstrates the social return on investment of their intervention (Social Impact Investment Report, 2014). For instance, social entrepreneurs are now measuring value in percentage terms by demonstrating an improvement that results from their intervention through benchmarking or comparison to the past, or a control group of people who did not receive or use their service or product (Social Impact Investment Report, 2014).

Social entrepreneurs who are recipients of Social Impact Bonds have even gone further by linking the value created by their intervention to financial return. This is the “key to the capital for social entrepreneurs” (Snyder, 2016; p. 1).

Cohen and his team, for example, found a way of connecting a reduction in the percentage of prisoners who re-offend, to a financial return. It cost the government 22,000 pounds to rehabilitate one prisoner. If you rehabilitate 1,000 prisoners, the cost goes up to 22 million pounds.

In 2010, the UK created the first social bond worth 5 million pounds, which resulted in a revolution in the way that prisoners are dealt with in that country (Social Impact Investment Report, 2014). The goal of the social impact bond was to reduce the rate of reoffending by 7.5%, because at the time 60% of prisoners incarcerated before the age of 21 years went back to prison within 18 months (Social Impact Investment Report, 2014).

A reduction of 7.5% to 15% earns the investors between 3 – 13% return on their investment, but below 7.5% the impact bond does not payback; it's just a philanthropic donation (Social Impact Investment Report, 2014). The cost of successful intervention that prevents reoffending was as little as 7,000 pounds per person. Thus, 22 million on a 5 million social impact bond over 7 years translated into more than 35% Return on investment (Social Impact Investment Report, 2014).

2.12.1 Importance of measuring impact

The need for measurement of impact has largely been driven by the need of the social entrepreneur to demonstrate the extent of the impact of their social intervention in society and to attract capital from investors to scale their intervention (Social Impact Investment Report, 2014).

The need for effective social impact measurement is not only limited to social entrepreneurs, but extends to other players in the market. This includes governments, foundations or philanthropists, traditional businesses, social sector organisations and investors.

Governments need to know the fiscal, economic and social cost of the social issues as well as the

savings accruing to government from successful interventions. The Australian government for example started to measure the impact of the failure of youth successfully transitioning out of foster care to adulthood, in this way.

According to the National Framework Implementation Working Group (2010), the government spends 2 billion dollars on 1150 individuals between the ages of 16 to 60, years who left the formal child protection care system during the course of their life. This is equivalent to approximately 46 million dollars per year and an average cost of 40 000 dollars per person per annum National Framework Implementation Working Group, 2010). When compared to the general population, the lifetime cost of care leavers in Victoria was as high as 738 741 dollars per person (National Framework Implementation Working Group, 2010).

This research assisted the government in establishing the cost savings it would accrue if a proportion of young people transitioning out of care were successfully diverted, through better support at the point of transition. This is effected by ensuring low usage of the government services from this population group and their increased participation in pathways which make them economically and socially productive citizens in society. Proof once again that the cost of doing nothing to assist this population group to make a successful transition to adulthood is not only detrimental to this population group but also to society and economy (Jim Casey Youth Opportunities, 2013).

The findings of the study indicate that there would be significant economic and social benefits, if more young people leaving care were better supported in ways that reduced the likelihood of their progression into the prolonged use of high-cost services.

The cost-benefit analyses of investing in the 15 to 25-year age group is founded on the premise that, through the provision of appropriate and accessible support for care leavers to achieve social and economic participation, this will, over time, translate into a positive return to the community on this investment.

2.12.2 Obstacles and criticism faced by social entrepreneurs

Unfortunately, regardless of the phenomenal work done by social entrepreneurs around the world, there is a strong belief in society that it is frowned upon to establish a business or organisation that creates a product or service that generates profits and deliver social good in society.

In many countries, the administrative and legal requirements make it difficult to establish a non-profit company that seeks to raise capital through profitable enterprise to deliver a social good.

In a book by Dan Pallotta, titled *The Uncharitable*, he demonstrates the risk associated with non-profits working in this way.

In the book he explains that, when his for-profit company created charitable events like AIDS Riders and Breast Cancer 3-Days, they raised approximately 305 million dollars over a period of 9 years for unrestricted use by charities (Pallotta, 2010).

His company received so much criticism in the public domain that charities stopped associating with it and it eventually closed. The criticism was centred on a perceived high salary structure and the high cost associated with advertising, marketing and operational costs (Pallotta, 2010).

Those entities driving public opinion promoted the view that, instead of millions of dollars being spent on salaries, advertising, marketing and operational costs of the company that brought these fundraising events to life, the money should all be given to the charities. It is strange that the same opinion pedlars to society at large are not against big corporates spending \$1.7 billion per annum on advertising alcohol, of which 74% accounts for television advertising (Van Walbeek & Daly, 2014). But when organisations driven by social good does the same, it's considered wasteful.

The controversy led to the collapse of Don Pallotta's fundraising company and resulted in major losses of unrestricted funds for charity organisations. A case in point is of one of a breast cancer charity that was forced to dissolve their relationship with his company. Their income dropped from 71 million dollars to 11 million dollars (Pallotta, 2010) as a result.

This shows the unrealistic expectations put on social entrepreneurs because they are expected to address major market failures in the world but are starved of the resources they need. Unlike business entrepreneurs, social entrepreneurs are not given the liberty to retain consultants, employ the best fundraisers or pay competitive salaries. This makes it difficult for them to attract talented individuals with the skills and expertise they need. The message perpetuated to young people therefore is that when you take up a job where you do good, you will not do well financially. Something that Victoria Hale also alluded to.

Furthermore, while corporations have the freedom to make long-term investments, organisations driven by a social mission are expected to spend the revenue they generate immediately in one fiscal year (Pallotta, 2010). They cannot therefore make long-term investments but ironically most the social issues they are tackling cannot be solved in one year.

Additionally, corporates are given the freedom in the public mind to experiment and fail in the process, but organisations that have a social responsibility mission are not afforded the same liberty. In fact, if they do try to innovate and fail, they face detrimental consequences that can even lead to their shutdown or change in management (Pallotta, 2010).

These factors stifle organisations and individuals who are trying to transform the unjust equilibriums that exist in our society. They make it difficult for them to achieve success at the scale that is needed.

The good news however is that the notion that organisations that are driven by a social mission cannot also be profitable, is slowly becoming the thing of the past. The emerging trend is that more and more social entrepreneurs and investors alike are beginning to embrace the concept of achieving a double bottom line which reflects profits coupled with social value. There is a growth in the pool of money available to fund individuals or organisations that are driven by achieving social impact at scale,

proving that there is a shift towards the need to a business ethos which achieves the double bottom line.

The establishment of the Social Investment Bank is one of the institutions that are focused on making sure that individuals and organisations, driven by social impact, have access to the resources they need to achieve maximum results (Snyder, 2016 21 March). There are over 55 Social Impact Bonds across a dozen countries available to be accessed by organisations and social entrepreneurs. For instance, a 30-million-dollar social impact bond, to reduce teenage pregnancy was launched in California, while a 12-million-dollar social impact bond was launched in Connecticut for dealing with unstable families plagued by drug abuse.

Investors have signed up to the United Nations Principles of Responsible Investment, to the tune of 55 trillion dollars, as a commitment to investing in initiatives that are not driven by financial gains but also environmental social impact (Snyder, 2016 21 March).

2.13 Social entrepreneurship theoretical framework

Osberg and Martin (2015) identified consistent patterns for social entrepreneurs who have been effective at driving successful transformation change at scale. They concluded that social entrepreneurs go through four stages to change the equilibrium. These stages include the following:

2.13.1 Stage 1: Understanding the world

Understanding the world involves exploring the following questions:

- How does the system work?
- Why is it the way it is? and
- Why does it continue to persist regardless of unpleasant outcomes?

This is critical because social entrepreneurs must be aware of the systematic nature of the problem they want to solve and must have the discipline to go after understanding the actors, the forces, the incentives and the disincentives (Osberg, 2011).

This considers all the factors that contribute to holding the problem in place. According to Osberg and Martin (2015), in order bring about sustainable change and real transformation in society, one needs to successfully to balance three tensions. This involves:

- **The balance between abhorring and appreciating the current status quo.**

Managing the tension between abhorring the *status quo* but also appreciating it requires a certain level of maturity and humility from an individual. This is a fascinating aspect of understanding the problem that one wants to solve. Martin (2009) refers to it as a real paradox because, often, people who understand these systems best, are the same people who also invested in ensuring that the system remains unchanged.

However, social entrepreneurs who have successfully driven large-scale transformation have mastered the art of balancing these two tensions. Social entrepreneurs abhor the current equilibrium, otherwise they would not be motivated to change it, but at the same time, they must appreciate it enough to understand why it is the way it is Martin (2011).

The name of Melching is often mentioned as an example of a social entrepreneur who made a difference. She abhorred the practice of female genital mutilation in Senegal, but she appreciated why it happened well enough to develop a strategy on how to change it without offending those who practised it. She asked the question: is there a reason why other people who had tried so hard to find a solution had failed? She reasoned that their approach was “well this is bad and it should stop”. She however, had a different approach; she wanted to understand how it made sense to mothers and fathers who loved their daughters to have this inflicted on them. This enabled her to learn that, based on powerful network effect of the social norm in that community, if a parent refused to subscribe to the practice, it would result in their daughters not being able to get married. This is something which most parents would not be able to live with. It required a lot of humility, patience and empathy to gain a deep understanding of the problem, based on the experiences of those affected by it (Osberg & Martin 2015).

The lack of these qualities (i.e. humility, patience and empathy) can result in change makers failing to bring about the transformation they are so passionate and committed to making in society. Their first instinct, when confronted with the situation one abhors, is to make immediate changes it without understanding the dynamics that have created it and continues to maintain it (Osberg & Martin 2015). Balancing abhorrence and appreciation of the *status quo* is tricky because the more one abhors the *status quo*, the greater one's desire to change it. This can significantly undermine one's desire to appreciate and understand that *status quo*.

- **The balance between expertise and apprenticeship.**

This means that an individual brings some expertise to bear, without which they would not be able to do anything particularly useful. But they must also appreciate, learn and understand the system they're working on as if they're an apprentice. For example, Melching was a graduate student from the University of Illinois and understood that for her to be able to drive change, she needed to be open to being an apprentice to the smart people involved in the genital mutilation practice, while being an expert as a graduate student with the wealth of knowledge and skills.

- **The balance between experimentation and commitment.**

Social entrepreneurs do not come up with the best idea in one day. They take some time to experiment before committing to a solution to implement the solutions that would drive change. It takes a while for an idea to move through society and take hold, which is why it is important for an individual to be persistent in their pursuit of social change.

For instance, if Melching had given up, after a decade of trying to change the culture of genital mutation, all the girls who reach puberty in Senegal would be mutilated. The implication of this is that, while social entrepreneurs like Melching are experimenting to find a viable and sustainable solution, time passes and the target population continues to ensure the marginalisation and disadvantage of the stable but unpleasant equilibrium.

2.13.2 Stage 2: Envision a new future

It may be stated that social entrepreneurship is an act undertaken by a person to create a product or service that catalyses the transformation of a stable and unpleasant equilibrium, to a new and superior equilibrium where the target population group ceases to be marginalised and disadvantaged.

To achieve this, social entrepreneurs must articulate their winning aspirations and do so in the context of transformative change. This requires going beyond simply articulating an improvement to the system (Osberg & Martin, 2015). The social entrepreneur's vision must be aimed at equilibrium change rather than at the amelioration of current conditions; it must be specific in its approach, targeted at a constituency that cannot effect the change alone while also considering the system holistically. At the same time, it must be adaptable and resilient in the face of changing conditions (Martin & Osberg, 2015; p. 4).

For Melching, a new and superior equilibrium would be where the practice of genital mutation no longer existed and every girl that reached puberty in Senegal never had to experience being mutilated.

2.13.3 Stage 3: Building a model for change

This is the most pragmatic and critical progression of all stages of social entrepreneurship. The model for change transcends the organisational or business model but it's underpinned by the understanding of the economics that lead to and sustained the equilibrium change (Osberg & Martin, 2015).

This stage involves leveraging resources to their highest and best use as described by Jean-Baptiste Say in (Dees, 2001). And of course, it is also the catalytic force of creative destruction, necessary to create equilibrium change as described by Schumpeter - their highest and best use as described by Jean-Baptiste Say (Dees, 2001).

Osberg and Martin (2015) provide a powerful story of an ecologist and agricultural engineer, Verissimo, who founded an organisation called Imazon (Amazon Institute of People and the Environment), an organisation that was instrumental in solving the rapid deforestation of the Amazon forest.

They did this by leveraging existing resources and bringing in new actors. Through Imazon's model of change, the rate of deforestation by 2012 had dropped by more than 76% from 1990 levels to just under half a million hectares in 2014.

Prior to Imazon, each of the actors employed its own model for operating within this context, working to maximise its own outcomes. The dynamic combination of these models produced an equilibrium marked by anger and distrust, the outcome of which was continued deforestation in the Amazon (Osberg & Martin 2015). Deforestation of the Amazon was a stable but unpleasant equilibrium that was established and maintained by a diverse but definable set of actors:

- (1) Rogue loggers and landscape speculators who destroyed the forest for their own short term gain and did so with impunity.
- (2) Ranchers and farmers who wanted to expand their holdings, often simply to replace depleted fields.
- (3) Indigenous people and rural communities who struggled to survive as the environment on which they depended was altered
- (4) International NGOs, which advocated on behalf of the indigenous people, earning global media attention but little in the way to change on the ground.
- (5) Global businesses that sought to meet the growing demand of markets around the world
- (6) Governments at all levels, which were hard-pressed to rein in a situation spiralling out control.

- **Leveraging existing resources.**

According to Osberg and Martin (2015), Imazon leveraged existing resources by repurposing an existing technology from one context to another. Imazon worked out how to deploy a terra satellite, equipped with a moderate resolution imaging spectroradiometer (MODIS), which views the Earth's entire surface every one to two days, acquiring data designed to monitor the state of Earth's environment and to track on-going changes in its climate. The MODIS data, which is publicly available, can be used to track changes in the oceans, on land and in the lower atmosphere.

Imazon made use of this satellite technology to closely track what was happening in the Amazon rainforest and to get the government real-time information about the illegal incursion (Osberg & Martin, 2015). Without that real-time information, they were getting information that was a year old.

- **Bringing in new actors.**

(1) **Government.** Imazon enabled the unlocking of the capabilities of government and empowered it to do its job. Using Imazon's data, the national government could identify and publish the names of 36 municipalities with the worst records of deforestation (Osberg & Martin 2015).

The municipalities that were exposed in this way wanted to improve their status and be removed from the list. Furthermore, this information put government officials (e.g. environmental ministry and the president) in the spotlight, which forced them to account for their poor records of enforcement and put pressure on them take concrete action against those involved in the deforestation of the Amazon (Osberg & Martin 2015).

As a result, the government took the following actions to facilitate change:

- Reinforcing IBAMA (Brazilian Institute of the Environment and Renewable Natural Resources), an organisation which support anti deforestation of the Amazon and implements laws against deforestation where the government ceases to implement. IBAMA is instrumental in preventing anything that threatens the sustainability of the Amazon (such as logging, farming, agricultural farm grazing etc.);
- Reinforcing the country's environmental police;
- Collaborating with credible organisations (such as NGO's) in the field including the Amazon and
- Implementing new policies (Osberg & Martin 2015).

(2) *Corporations and municipalities.* Imazon ensured the sign-on of the municipalities and corporations who are adopting more sustainable ranching and farming practices to preserve the ecosystem while it continues to make a profit (Osberg & Martin 2015). In addition, they convinced the government to realign incentives. They found a way to incentivise corporations to care about the traceability of their commodities. An example of this is found in the state of Para, which ranked as one of the worst offenders. Here, a prosecutor traced the supply chain of beef from supermarket meat counters to processing companies to cattle ranchers, to determine whether products originated in the illegally deforested land (Osberg & Martin 2015).

Once the industry started to act, big retailers like Walmart and Carrefour, realising the magnitude of risk to their market positions and reputations, pledged to stop the sourcing of meat from newly deforested land (Osberg & Martin 2015). Furthermore, the government also began making use of forest protection policies it had previously put in place, one of which denied credit from state-owned banks to businesses located in offending municipalities (Osberg & Martin 2015).

As a result of the Imazon model for change, all the actors in the system were working more effectively and efficiently together than they had before. Many of them are now empowered to do their work in a sustainable manner and are consciously thinking about how they can do things differently through their own business models.

In the end, it is evident that all the partnerships that Imazon established were instrumental in enabling the organisation to drive change at the scale that it was able to achieve. It also serves as an example of the power of building a good model for change.

2.13.4 Stage 4: Scaling the solution

As illustrated above with the Imazon model of change, scaling does not mean scaling the organisation or the budget, but rather scaling the solution (Osberg & Martin, 2015). This means that the social entrepreneur needs to be able to cost structure what they do. Most importantly, the social entrepreneur

needs to ensure that the business model is cost effective and has decreasing costs with scale (Osberg & Martin, 2015).

This is important because if the cost increases by scaling, it will result in scaling being very expensive and difficult to achieve. Victoria Hale's Medicine 360 business model does this very well. Another good example that demonstrates a model that decreased cost with scale is the one developed by Nikellian to roll out the unique identification number referred to as the Aadhaar number to a billion Indian citizens who were without identification.

For large projects such as the Aadhaar-project, governments would generally make use of traditional methods such as a door-to-door census. This requires a lot of resources and may make use of a company with a significant and expensive infrastructure and a large staff complement. Instead, Nikellian says that their model has enabled the Indian government to spend just a little over a dollar per person to distribute the Aadhaar identification documents to its citizens. As a result, the project has spent less than a billion dollars for 800 million people.

This was made possible because the business model was designed with scale and efficiency in mind (Osberg & Martin, 2015). Thus, they designed an ecosystem of partners which included state governments, banks, post offices as well as multiple organisations to act as registrars using UIDAI's software (Osberg & Martin, 2015).

They attached an economic incentive to every successful registration. This economic incentive motivated the registrars with enrolling centres all over India to use the technology efficiently and effectively to get more of their customers enrolled, which in turn translated to the rapid scale of the Aadhaar project. Through this business model, Nikellian's job was to supply the enrolment centres with the technology and every enrolment centre would then carry all the other costs incurred (e.g. infrastructure and staff etc.) to issue a valid Aadhaar number (Osberg & Martin, 2015).

If however, Nikellian and his team decided to embark on establishing their own enrolment centres, they would have had to carry the cost such as rent, buying equipment and paying salaries, all of which would have resulted in an extremely expensive model to try to scale. Instead, they established partnerships and created economic incentives for their partners and in turn, they could then leverage the existing resources of the partners, to scale the Aadhaar project.

According to Coetzee (2014), there are four ways to approach scale. These include using technology to expand impact, integrating innovation into government policy, distributing a physical product and franchising an organisational model. The Imazon and Nikellian approaches are examples of how scale can be achieved using technology, while the Melching intervention provides an example of how an innovation can be integrated into government policy.

An organisation such as the Shine and Isibindi in South Africa, franchised their business models to

overcome resource constraints and increase their impact. This required that both organisations share their methods and tools with other implementing organisations (Coetzee, 2014). However, these organisations continue to maintain control of over quality and intellectual property while they also provide the implementing organisations with training and maintenance as part of ensuring quality assurance (Coetzee, 2014).

It is important to recognise that scaling a solution is not an easy process but rather it takes a lot of time and hard work. The following Table 6 (below) by provides a detailed outline of the perception that scale is a magic pill versus what it really takes to scale the solution.

Table 6 Scale: Perception vs Reality

PERCEPTION "Magic Pill"	SCALE	REALITY Process
Social innovators can easily identify a solution to a social problem, through some clear thinking, discussion, debate and desktop research		Social innovators spend years studying a problem and factors perpetuating it.
This magic- pill solution can then quickly be piloted and proven to effective.		They work with experienced practitioner in the field and from different fields
The media will recognise its value and start promoting it.		A social innovation is collaborative designed, then piloted and revised in an iterative process
Investor and donor will hear about it and quickly be piloted and proven effective		After much effort and time, a funder is found who will back the innovation but usually on a much smaller scale than anticipated.
The social innovation can be cut-and-pasted elsewhere with success and little resistance		Despite early successes scaling is more difficult than planned
It works successfully and solves problems everywhere else too		Implementation organisations might have internal issues – such as change of leadership – that undermines performance. Various stakeholders, including beneficiaries, might also sabotage the innovation
Any implementation organisation involved runs effectively, no political resistance is encounters, no cultural or regional		Eventually, some traction and social value is achieved, but only after many compromises
It must be magic		It's a lot of hard work!

Source: Adapted from Van Niekerk and Bonnici 2014

Table 6 above outlines how scaling solution unfolds in reality and the complexities that underpin it. Therefore, it should be approach with sensitivity and open mind but most importantly with a patient heart. It requires a lot of work and compromises something the person at the realm of driving social change need to embrace.

2.14 Conclusion

The literature review indicates that the transition to adulthood is a lengthy and challenging process for young people and even more complicated for youth transitioning out of foster care. However, youth

transitioning out of foster care to adulthood are more likely to have poor outcomes and struggle to make a successful transition to adulthood. This is with particular reference to their ability to become self-sustainable economically, having a good support network and having access to resources and information that facilitate their self-development.

Failure for this population group to make a successful transition to adulthood has negative implications for society, because the government often has to take on the responsibility of caring for them. Therefore, it is in the best interest of the society at large to ensure that each foster child makes a successful transition to adulthood to avoid the accumulated cost of maintaining them through their adult life to old age.

Prior research studies of the topic of foster youth transition to adulthood have been instrumental in highlighting the various factors that contribute the failure of this population group. This includes but is not limited to the following:

- the lack of a legislative framework aimed at facilitating successful transition to adulthood of this population group,
- the lack of funding for service provision,
- the lack of training and expertise among social service providers to identify and address the needs of this population group and
- the lack of preparation and support of foster youth transitioning to adulthood and the limitations imposed by the purpose of child protection services such as foster care system.

Literature and research studies conducted in South Africa indicate that these limitations have been proven to exist within the South African foster care system. This serves as significant insight for this research study because it seeks to develop a solution that will change the life trajectory this population group.

Furthermore, prior research studies indicate that the solution to foster youth transition to adulthood needs to be of a systematic nature, involving multiple stakeholders and different systems to collaborate, to be effective and have an impact. This is due to the complicated and complex nature of factors that contribute to the current *status quo*.

In order to develop a systematic service that will facilitate the successful transition to adulthood, this research study integrates the principles and ideas that emerge from various theoretical frameworks. This includes systems thinking, promoting resilience of vulnerable population and social entrepreneurship. These theoretical frameworks will be influential in designing the service that seeks to facilitate the successful transition to adulthood of foster youth.

Social entrepreneurship is about equilibrium change and therefore aimed at attacking stable and unpleasant systems (in this case, the foster care system) in a society that is held together by a set of

forces that need to be changed. These forces together lead to the marginalisation, suffering or a large-scale disadvantaging of some segments of society or some elements of society, in this case, youth transitioning out of foster care to adulthood.

Through the four stages of the social entrepreneurship framework, this research sets out to design a developmental transitional service that will strengthen the resilience of youth in foster care and provide them with the information, resources and support they need to improve their odds of making a successful transition to adulthood.

Social entrepreneurs engage with complex problems as a matter of routine. The experienced and successful amongst them employ a two pronged, systematic approach. (Osberg & Martin, 2015).

Firstly, they develop an understanding of the dynamics that establish and maintain the problem that they are trying to solve. Secondly, when it comes to the design of the solutions, they adopt a strategy to eradicate the problem.

In addition, social entrepreneurs generally find a way to leverage existing, underutilised resources to drive change or establish partnerships with new actors, leveraging the assets and resources of these actors to drive large scale change.

This approach will be utilised to develop a service that will facilitate the successful transition to adulthood of foster youth. This service is intended to function as a preventative intervention strategy that seeks to decrease the cost accrued by government and society because of an unsuccessful transition to adulthood. Furthermore, it will be instrumental in changing the life trajectory of this population group in such a way that foster youth are active and productive citizens in society.

3 CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This research study focuses mainly on the qualitative results obtained through one-on-one interviews and focus groups which were used as a data collection technique. The population of the study was made up of social workers in two district service offices of the Free State Department of Social Development. The data was collected based on a purposive sampling method, which is one of the non-probability sampling methods.

A purposive sampling method was selected for this research because the odds of selecting a particular individual was not known to the researcher (Gravetter & Forzano, 2013). As a result, the researcher had to use her own judgment when selecting the suitable research participants (Singleton, Straits, Straits, & McAllister, 1988).

3.2 Source of information

The desk work data undertaken was a literature review focused on the following areas:

- Challenges and needs of youth in foster care that influence whether or not they make a successful transition to adulthood as measured by the outcomes for example educational and employment norms and standards.
- Factors that contribute to youth in foster care making a successful transition to adulthood.
- Social work and foster care policy and programs in the South African context (and internationally) pertaining to supporting youth who are transitioning to adulthood. In particular, information was sought on existing programs that promote and support successful transitioning of youth from foster care to adulthood.

The field work data collection consisted mainly of interviews with individuals as well as focus groups with social workers and youth in foster care.

3.3 Research approach

Interpretivist qualitative research aims to provide insight into the perspective and experiences of research participants and to 'illuminate the subjective meaning, actions and context of those being researched' (Popay, Roger, & Williams, 1998, p.345). Furthermore, it plays an important role in providing an in-depth understanding of the important themes that emerge from the data analysis and interpretation. This is a qualitative research study which provides the research participants with an opportunity to share their experiences of the preparation for transition out of the foster care system into adulthood.

Through interviews and focus groups, the researcher was able to better understand their experience of the phenomenon being studied and the meaning that the respondents attach to it. It also allowed the researcher to reflect on her own experiences, both as a social worker and a member of foster care family.

3.4 Level of connection of different participants

In an ideal foster care relationship there are four immediate stakeholders, each reliant on the other for the relationship to work. At the top of this mostly linear relationship is the supervisor, tasked with the responsibility of supervising the social workers assigned to them. The social worker, who is immediately below the supervisor, reports to the supervisor on what is happening with their clients.

The social worker is in direct contact with the foster child and their foster parent. It is during these contact sessions that the social workers, foster youth and foster parents exchange information. Apart from the chain of information described, there is also an interaction taking place between the foster youth and their foster parent. Although they play an important role, foster parents were not included in the interviews for this study due to the scope of this particular study.

The situation described above is in essence how information is passed in an ideal foster care relationship. However, this is not necessarily the case with the sample group that participated in the study. This is because social workers serving specific areas are constantly being changed. Thus, social workers and youth in foster care do not have the opportunity to build and maintain relationships over a long term. Due to the constant reshuffling, even though the social workers recommended that a foster care youth from their caseload participates in the research study, this did not necessarily mean that they have had direct contact with them at the time of the study.

3.5 Population

The researcher included two groups of participants, namely:

- Social workers who work primarily with foster care and who are employed by the Department of Social Development. The research excluded social workers who work in other fields such as probation and adoption, as well as social workers from non-governmental organisations and community-based organisations.
- Youths that were in foster care for more than 5 years and are between the ages of 18 and 25 years at the time of the interviews. Youth that were placed in child and youth care centres were excluded from the study.

3.6 Sample

To select participants for this research study, a purposeful sampling method was utilised. According to Leedy and Ormrod (2013), purposeful sampling can be defined as selecting an individual who will be able to make a valid contribution because they are knowledgeable about the topic under investigation.

The research was conducted in the two district offices of the Department of Social Development based in the Free State, namely Town A and Town B. The names of the towns must remain confidential to protect the identity of the participants.

3.6.1 Town A (social workers)

The research participants from this sample population provided different descriptions of their roles and current responsibilities. This group was more diverse in terms of their roles, which ranged from managers and supervisors to generic social workers.

3.6.2 Town B (social workers)

This sample group consisted mainly two different groups, namely generic social workers and supervisors. What is evident in this sample though is that there were no social workers that were either officially appointed or acting in senior positions. There were no coordinators either. The reasons for this will be dealt with in the findings sections. This shows that the manner in which services and roles are shared between Town A and B are significantly different. This may be attributed to different management styles.

3.7 Selection of participants

3.7.1 Social workers

The social workers who participated in this study were recruited with the assistance of the district manager of a specific district at the Department of Social Development. This manager fulfilled the role of a “gatekeeper”. According to (Neuman, 2000), a gatekeeper is someone with the formal authority to control access to a site. He goes on to state that gatekeepers can be useful to the researcher in getting the participants together.

3.7.2 Youth in foster care

The youth who participated in this research study were recruited from the caseload database of social workers in the two different districts. In order to gain access to all the participants that were identified, the researcher worked in collaboration with the social workers which proved to be very beneficial to the research study.

Using this sampling method, 12 social workers were interviewed, 7 participated in a focus group. In the case of the youth in foster care, 13 were interviewed and 29 participated in a focus group. The youth in foster care between the ages of 18 to 25 years were selected from the caseload of two areas in two different districts.

Both areas were townships with Town B being a former homeland during the apartheid era. A list was compiled with all the demographic information and contact details of potential research participants. Once the list of potential youth was compiled, the researcher called each one of them and gave them a brief introduction of herself and the purpose of the research study. Those who agreed to participate were all requested to visit the researcher at her office on a particular date. A total of 30 participants participated in the research study.

3.8 Data collection

3.8.1 Data gathering methods

To achieve the objective of this research study, two data collection methods were used, namely semi-structured interviews and focus group interviews. Semi-structured interviews can be described as the type of interview that is conducted around a specific area of interest but is flexible (De Vos, Strydom, Fouche, & Delport, 2005). This means that even though the researcher had prepared a set of questions, the focus was on allowing the research participants to talk free about the topic that was of interest to them. The researcher then probed the participants based on the answers they have given.

Two semi-structured interviews were scheduled for this research study. One was for use with the social workers and the other one was for use with youth in foster care. In contrast, focus group interviews provide a means for the researcher to gain an understanding of how participants “feel or think about an issue, product and service” (De Vos *et al.*, 2005).

All the participants signed their consent forms and were comfortable with the use of audio recording during the interview. The interviews were mainly conducted in Sesotho because participants struggled to express themselves in English. Only three interviews (of the one-on-ones) were conducted predominantly in English. During the process of transcribing, the researcher translated the interviews that were conducted in Sesotho to English.

3.8.1.1 Process for social workers

A total of 19 social workers participated in the research study, of which 12 participated in face-to-face interviews that lasted between 30 and 60 minutes. Due to time constraints, the remaining 7 social workers could only participate in the focus group.

3.8.1.2 Process for foster youth

In addition to interviews and focus group of social workers, there were two focus groups conducted with youth in foster care. Of the 30 youths in foster care, 13 participated in one-on-one interviews with the researcher. The others could not participate due to personal obligations during the time of the study. In the end, data collected for this research study consisted of a total of 25 one-on-one interviews and three focus groups.

Most of the potential research participants thought, through no encouragement of the part of the researcher, that they were called with regards to their foster care placement reviews and it was up to the researcher to explain the purpose of the interview to them carefully. In order to identify suitable research participants, the researcher conducted a focus group with all the participants. That being said, focus group was not the primary method of collecting data.

3.8.2 Preparation of research participants

Before commencing with the interviews and focus group interviews, the researcher had brief sessions with all the participants. The purpose of the briefing sessions was to explain the purpose of the research study as well as the research processes that were followed. Another important aspect of the briefing session was to inform the participants of the researcher's compliance with the ethical principles during the research process.

3.8.3 Possible use of information

All the participants were informed that data collected from the study will primarily be used in the dissertation of the researcher although she may also make use of the information for other publications such as research papers to be shared at conferences. Confidentiality was however emphasised. All the participants gave the researcher permission to use the information in the manner that it was explained to them

3.9 Data analysis

The researcher used qualitative content analysis to analyse the data. (Hsieh & Shannon, 2005; p. 1278) define qualitative content analysis as “a research method for subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes”, while Patton (2002, p. 453) describes it as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings. For the purpose of this research, the researcher used an inductive content approach which involves the organisation phase that includes open-coding, creating categories and abstraction (Elo & Kyngas, 2008).

The researcher recorded the interviews and focus group discussions on a recording device and in some interviews also wrote down some notes. One of the advantages of recording the interviews was that it gave the researcher the opportunity to relive the interview process, which in turn enables the researcher to have a deeper understanding of the research participant's thoughts and feelings about the phenomenon that they are experiencing. Another advantage of the interview process is that it was more smoothly because participants did not experience lots of distraction. The researcher found that participants were intimidated when notes were taken about what they are saying and would sometimes hold back. In contrast, they expressed themselves more freely when they were being recorded.

During focus groups, particularly with youth in foster care, the participants were divided into groups and had to discuss issues amongst themselves, writing down their ideas and feelings afterwards. These, in turn, were presented to the whole group for further discussions. These notes were also used as a means of analysing data. Furthermore, information from personal notes and curriculum vitae of foster youth were also a good source of data collection.

Once the interviews were recorded, they were transcribed in full. This process was very time

consuming and took several weeks to complete. Interviews that were conducted in two languages (i.e. Sesotho/Afrikaans and English interchangeably) took even longer to transcribe. Once the transcribing was complete, the researcher read through the transcripts at least twice before making brief notes of interesting and relevant information that could contribute to answering the research questions.

The data was analysed by drawing out key issues that were discussed by participants. Once key issues were identified, research findings were arranged according to emerging common themes. This included direct quotes and example of cases that research participants experienced, to illustrate points and describe their experiences of the phenomenon being studied.

3.10 Data storing methods

In order to collect data from the participants, the researcher used an audio-recording device. The researcher informed all the participants that she is going to record the interviews and, if the participant is comfortable with being recorded, the interview proceeded. All the participants were comfortable with their interview being recorded.

To safeguard the identity of the participants when transcribing the interview, their identity was kept confidential by allocating pseudonyms to each participant (Groenewald, 2004). The recordings were downloaded from the recording device onto the researcher's personal computer. The researcher is the only one that has access to the laptop, which requires a password to log in and said the password is known only to the researcher. The researcher enlisted a resource to assist with the transcribing of the English interviews, while she transcribed the interviews that were in Sesotho.

3.11 Validity and reliability

Patton (2002) is of the view that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study.

According to LeCompte & Goetz (1982, p. 32), a researchers' validity is concerned with accuracy and truthfulness of scientific findings. A study would, therefore, meet the requirement of validity if it is a reflection of the facts as they exist. Once the results of a study are found to be valid, it needs to be tested over a period of time to test its reliability.

Reliability of a study relates to its ability to yield the same results consistently over repeated tested periods (Brink, 1993). As with most qualitative studies, the researcher herself was present to collect the data i.e. conducted the interviews and focus groups personally. This minimised the risk of error. In line with the warning of Le Compele and Goetz (1982), the researcher was aware to not let any bias influence her ability to conduct the interviews objectively. Throughout the process of data collection, the researcher was guided by the following suggested strategies as listed by (Brink,1993):

- **Triangulation**, which refers to using more than one source, methods and approaches to

analysis and then validating the similarities found. This research is compliant because it made use of foster youth and social workers who are exposed to the phenomenon being studied.

- **Multiple repetitions**, which refers to the testing/responses from different participants to the same questions.
- **Expert consensual validation from others**. The researcher recognised that she is a scholar of the topic at hand and for this reason consulted the works of different experts in the field for further insights on her data.
- **Member checks** refers to putting the analysis back to informants, to ensure that the participants and researcher view that data consistently.

The research findings from this study cannot be generalised because of the sample was small and due to the limitation of the qualitative research.

3.12 Limitations

Some of the obstacles that had to be overcome during data collection included long procedures to obtain permission, the lack of cooperation from management that delayed the data collection and resulted in a change of geographical location in order to access participants. The main problem was that the majority of social workers had limited time available to participate in the study because of the high caseloads that they had to manage. Due to the limitations with regards to access research participants, the researcher focused on conducting interviews with social workers and youth in foster care on as district level

4 CHAPTER 4: PRESENTATION OF THE RESEARCH RESULTS

The purpose of the interviews and focus groups was to understand the transition of young people out of foster care to adulthood, as described through the experiences of research participants (i.e. social workers and youth in foster care). The data analysis will be presented under the following sections; - demographic information of the participants and summary of the findings.

Due to the large amounts of data being generated and the similarity of information acquired from interviews and the focus groups, the findings from interviews and the focus groups have been presented collectively instead of separate sections.

4.1 Demographic information of the foster youth

The foster youth who participated in the study were asked to indicate their age, gender, type of foster care placement, and the number of years they spent in foster care and their current level of education. All the foster youth were black due to the geographic area in which they live, which is a township.

4.1.1 Age of foster youth

Figure 8 (below) shows that out of the thirty foster youth, 43% were 18 years old. Forty percent were between the age of 19 years and 21 years old. This indicates that there was a significant number of foster youth who remain in foster care beyond the age of 18 years. An interesting finding is that 16% of participants were above the age of 21 years. This is so because the cut-off age is 21 years. This finding indicates that even though the foster youth have been automatically discharged from the foster care system, rather than being on the closed files caseload. Their files were still reflecting actively on the social worker's caseload at the time this study was conducted.

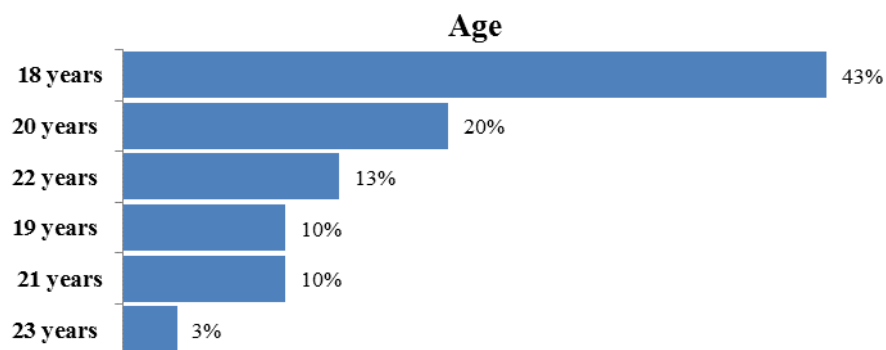


Figure 8: Age of foster youth

4.1.2 Gender of foster youth

The majority of participants were female, accounting for 53% of the total. There is 6% difference between the number of female and male participants. This is, therefore, a fairly balanced representation between the two genders. See Figure 9 for gender of youth.

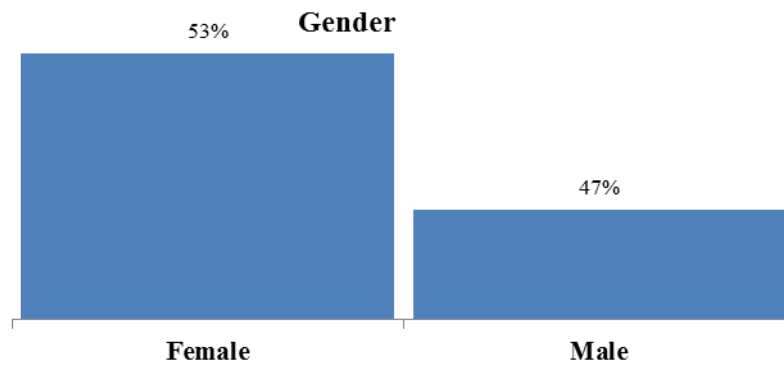


Figure 9: Gender of foster youth

4.1.3 Type of foster care placement

Based Figure 10 on the majority (97%) of participants, indicated that they were placed in foster care with their relatives. This is not surprising because previous studies have indicated that the majority of children were placed in foster care with their grandmother and sometimes aunts. The remaining 3% were cluster foster care placement.

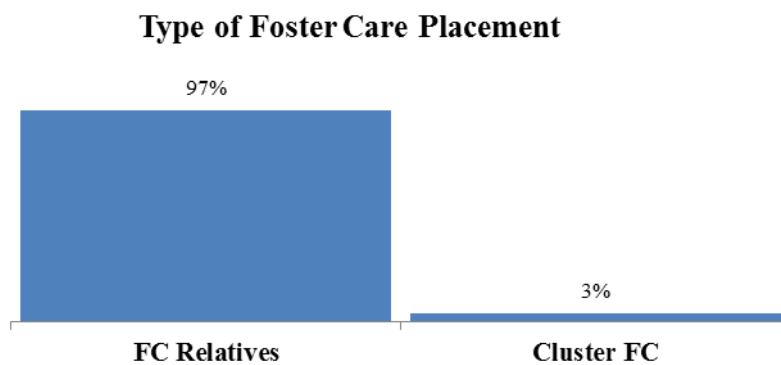


Figure 10: Type of foster care placement

4.1.4 Number of years spent in foster care

Based on Figure 11 over 90% of the participants had spent between 5 and 10 years of their life in foster care. This indicates that children spend most of their childhood and adolescence within the foster care system. Furthermore, it highlights that the duration of foster care placement is significantly long. This reflects more of a permanent nature rather than a temporary arrangement. The fact that only 3% of participants had spent less than 2 years in foster care strengthens this assumption.

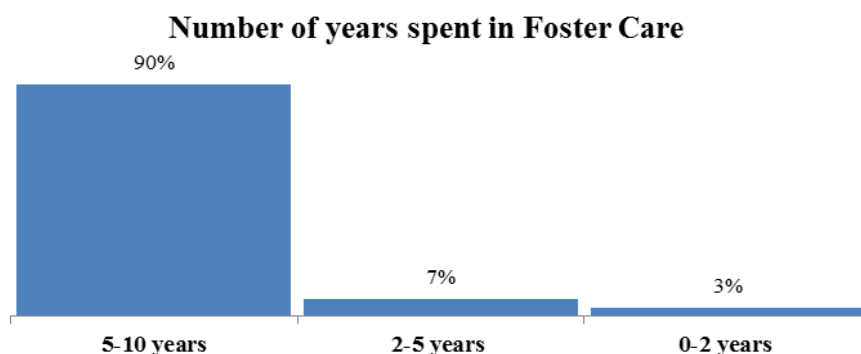


Figure 11: Number of years spent in foster care

4.1.5 Level of Education

Based on figure 12 below indicates the highest level of education of the participants, the majority (70%) were in Grade 12 (Matric) at the time of the interview. This might indicate that the majority of foster youth reach the end of secondary education before they are discharged from the foster care system. The remainder (30%) of the participants were in lower grades, with 10% doing Grade 11 and the remaining 21% evenly distributed between Grade 8, 9 and 10. This, unfortunately, is not a surprising finding, since previous research studies have highlighted that foster care youth are likely to not have completed their secondary education by the time they are discharged from care. Furthermore, it highlights that a significant number of foster youth have repeated a grade more than once either during their primary school term or in high school, hence they are behind.

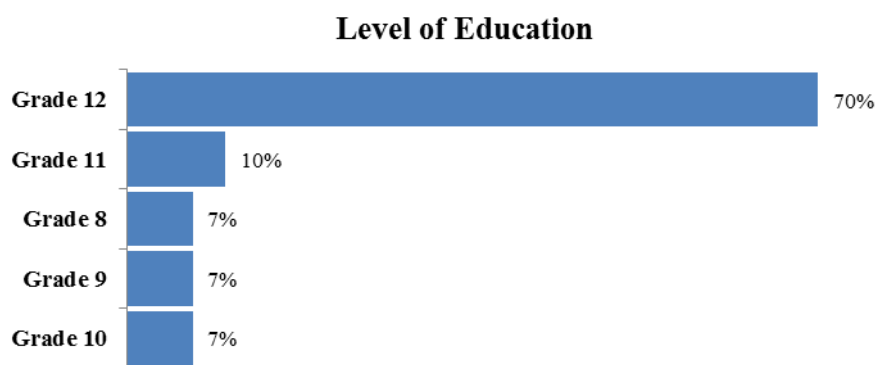


Figure 12: Level of education

4.2 Summary of foster youth demographic information

There are a number of deductions that can be drawn from the demographic information of foster youth discussed above.

4.2.1 Age versus number of years spent in foster care

Over 80% of the participants remain in foster care placement long after their 18th birthday. This translates into more time for this population group to access the foster child grant. The foster child grant has become a valuable commodity and when discharged from foster care at age 21, less than 20% of foster youth have to do without. It is important to take note of the fact that not all the participants included in the 80% category were (at the time of this study) receiving the monthly payment of the foster child grant or enjoying the safety net of the foster care system.

Two participants (siblings), one aged 18 years and the other aged 21 years, had not been receiving their foster child grant to due to a failure to review/transfer their foster care placement after their grandmother passed away which was six months before this study was conducted. Another participant, aged 22, received his last foster child pay-out in December in the year of his 18th birthday because he dropped out of school in Grade 10 and did not review his foster care placement.

4.2.2 Number of years spent in foster care versus level of education

Previous studies have indicated that foster youth who have the opportunity to remain in foster care until the age of 21 years were more likely complete their secondary education than those who were discharged at the age of 18 years or earlier (Stein & Munro, 2008). It stands to reason therefore that youth who are better educated have a better chance of employment and less chance of turning to crime to keep themselves from living in poverty.

4.2.3 Age versus level of education

The majority (70%) of foster youth who completed their Grade 12 at the age of 18 years had an opportunity to access the foster child grant for an additional three years while pursuing further higher education and training (See Appendix G).

This can increase their chances of obtaining a formal qualification, which in theory is meant to also increase their chances of securing a decent job and income. However, the findings also indicate that 30% of foster youth were still in lower grades of their secondary education and above the age of 18 years (See Appendix G).

The majority of them would not have completed their Grade 12 by the time that they are automatically discharged from foster care at the age of 21 years. If this group is compared with the educational outcomes of the group above the age of 21 years, it can be reasoned that the odds of these foster youth to successfully complete their secondary education shrinks every year as they get older. It is not unreasonable to ask the question: what then becomes what does the future hold for this population group?

The finding that emerged from this research study confirms that foster care placement with relatives is popular in South Africa. This means that for these youth, even though they have lost their parents, they continue to remain in their original family setting. Consequently, they are less likely to experience trauma related to being removed and separated from their loved ones.

It may also imply that foster care youth possibly have an advantage if they continue to stay with their foster parents after being discharged from foster care on an official level. They have less pressure of looking for alternative accommodation and setting up a new home on their own. However, it also raises concerns about whether the proper screening and training for suitable foster care parents is conducted when placing the child in foster care.

It may be so that thorough screening is not undertaken, as having relatives fostering children serves as a convenient arrangement that makes it easy to cut corners and not follow through with the procedures that were designed to **strengthen** the foster care system. As highlighted earlier, this study was conducted in areas that were formally homelands, which means youth who stay here need to travel long distances to access resources and opportunities for self-development. This is another challenge

that foster youth growing up and living in such areas are confronted with and which may serve as one of the major obstacles in their pursuit to make a successful transition from foster care to adulthood.

4.3 Demographic information of social workers

Participants were asked to indicate their gender, race, position in the organisation, years of experience in the social welfare sector and their level of education. A total of 19 social workers participated in this study.

4.3.1 Gender of Social workers

The vast majority of participants (78%) were female, with males making up only 21% of the participants. Historically, females have always dominated the gender profile in the social work profession and the social welfare sector at large. See Figure 13 (below) for details.

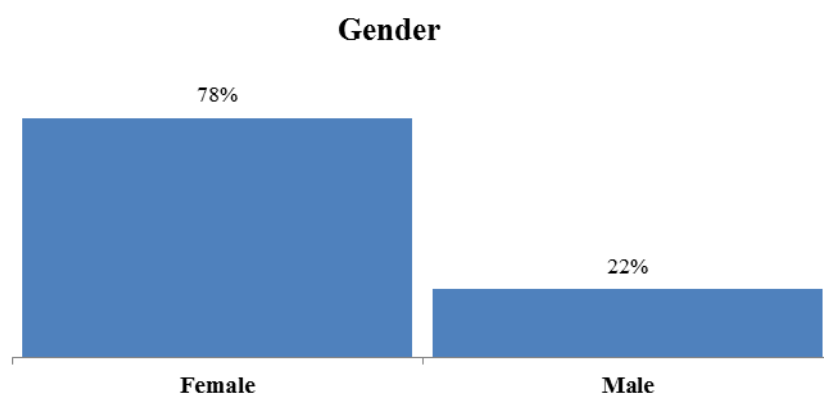


Figure 13: Gender of social workers

4.3.2 Social worker race

Based on Figure 14 (below) the majority of participants (83%) identified their race as black. Only 17% of the participants identified as white. This may be an indication that the majority of social workers working for the government are black. This is in contrast to the racial composition within the non-profit organisations which is largely dominated by white racial group (Patel *et al*, 2012). This can also be influenced by the race profile in the geographical location where the research study was conducted. The majority of people that live and work in the Free State Province are black, especially in former homelands and townships.

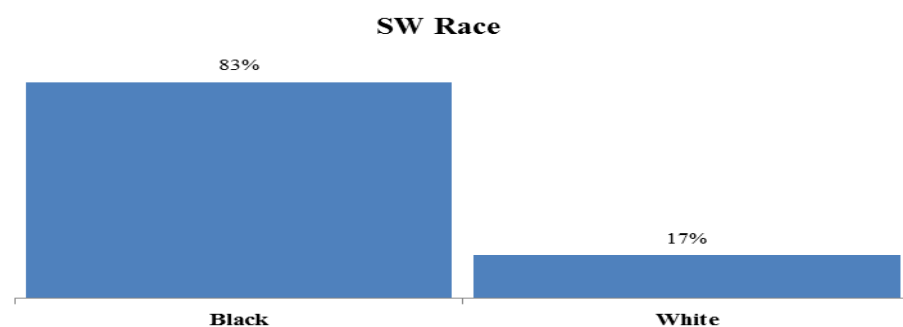


Figure 14: Race of social workers

4.3.3 Position

Figure 15 (below) shows that out of the 18 participants, 78% were junior social workers while 17% of the participants were supervisors. Only 6% of the participants indicated their position at managerial level. This highlights that the ratio of social workers per supervisor is significantly high. Furthermore, it may also serve as an indication of lack of upward movement in the Department for social workers. This corresponds with the Employee Satisfaction Survey (ESS) of 2014 which indicates that the majority of employees felt that the Department of social development did not provide them with promotion opportunities (Free State Department of Social Development, 2014).

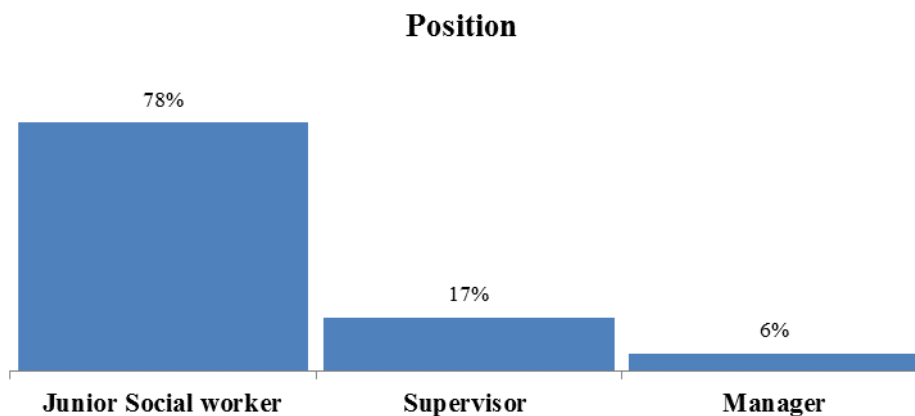


Figure 15: SW Position

4.3.4 Years of experience

Based on Figure 16 (below) the majority (56%) of participants had less than five years' work experience, with 22% of that number only having one year's work experience in the social welfare field. A further 23% had less than 10 years' work experience. Only 17% of the participants had more 20 years' work experience in the social welfare field. Overall, this indicates that the majority of social workers working in the Department did not have significant work experience, with participants who are professionally well experienced being especially low. This may indicate one of two things; - (1) that social workers do not spend their whole careers in the profession or in government or (2) there is a lack of upward mobility for the social work profession in the Department. This is confirmed by the Employee Satisfaction Survey (2014) that found that only 24.8% of the total percentage of the workforce had served the Free State Department of Social Development for more than 15 years (Free State Department of Social Development, 2014).

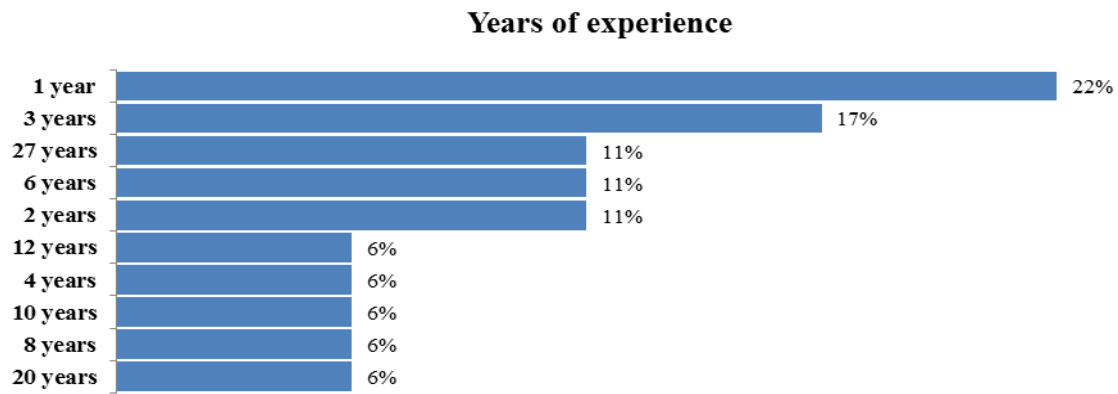


Figure 16: Years of experience

4.3.5 Level of Education

Figure 17 (below) indicate that out of the 18 participants, only 17% had obtained a postgraduate qualification – those with a master’s degree constituted 11% and those with doctoral degrees which constituted 6%. The majority of participants were not furthering their education in the field of social work. This is a concern given the dynamic nature of the issues within the social sector. Furthermore, lack of academic progress may hamper social workers to come up with innovative ways to enhance service delivery for their clients.

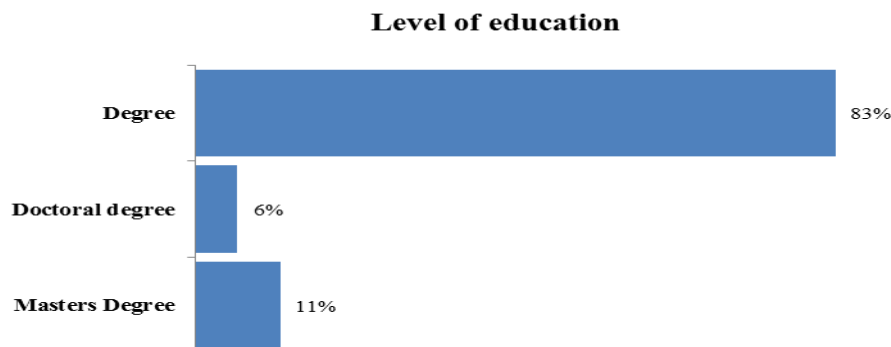


Figure 17: Level of education

4.3.6 Summary of social workers demographic information

Even though the majority of social workers who participated in the study were black, when compared to the minority (white), they were lacking in both work experience and level of education. Out of the all the black social workers who participated in the study, only one holds a master’s degree. In contrast, white social workers on average had two post graduate qualifications. Furthermore, the average work experience of the black social worker is 6 years compared to 18 years of their white counterparts.

These findings also highlight that the white minority continue to occupy senior positions. On the one hand, this can be interpreted as a lack of transformation in terms of employment equity, while on the other hand, it could be a reflection of discrepancies between the level of education and work experience between the two racial groups. What is interesting is that the findings indicate that the

white minority are committed to serving in previously disadvantaged communities regardless of the language and cultural barriers that they may experience.

These findings also highlight significant concerns around the ratio of junior social workers per supervisor, which has the potential of compromising the effective practice of social work. Furthermore, it is jeopardising the quality of services rendered to clients, because the findings suggest that majority of junior social workers do not benefit from the effective and sufficient supervision from their senior colleagues. This can hamper the growth of the young social workers and end up with a limited number of skilled and experienced social workers to occupy senior management position.

4.4 Experiences of foster youth

The foster care phenomenon is studied through the experiences of social workers who render services to youth transitioning out of foster care and the foster youth who are on the receiving end of those services. Through focus groups and individual interviews, the experiences and understanding of these groups were captured. This approach was very insightful because it captures the real-life experiences of some of the key individuals involved in the foster care system. The following is a narrative description of those experiences.

4.4.1 Family setting of foster youth

The foster youth were asked to describe their lives before entering the foster care placement. Their life experiences were similar with minor variations.

4.4.1.1 Single mother

The vast majority of participants indicated that they were raised by single mothers with the support of their grandmothers. Even though their single mothers were present in their lives, most of the participants said they spent most of their childhood with their grandmother. This was because their mothers were working outside their home towns, in cities such as Bloemfontein and Johannesburg. They would come visit once every end of the month and during the December holidays. The participants highlighted that this living arrangement between them and their biological mother was normal to them and they would say it affected them negatively growing up.

Part 7: *“I was raised by my mother, I don’t know my father. My mother went for her training to be traditional healer, and I had to stay with my grandmother.”*

Absent father. When asked about the whereabouts of their biological fathers, the overall answer was either they did not know who their biological fathers were or they know them but do not have a relationship with them. An interesting finding was that some of the participants, who knew their fathers, said they did not have relationship with them because their grandmothers were discouraging them to make contact.

Part 8: *“I was raised by my mom and grandmother. I don’t know my father. I don’t wish to know my dad because I think knowing him at this stage of my life will just make my life difficult. Mainly because there is nothing he supported me with since I was young. Even if he still alive I don’t have an interest in knowing him.”*

One of the said that, whenever her father would try to come see her, the grandmothers would chase him away. Another participant said he would meet with his father on the street without the knowledge of his mother or grandparents. It is not surprising that the majority of youth indicated that they had no interest of meeting their biological parents at this stage of their lives. Because they do not know them, they do not wish to complicate their lives. However, there were several participants who indicated that not having their fathers in their lives left a void inside of them. One participant said it has always been difficult for her to listen to other children at school talking about both their parents, because she did not have that experience in her own life. Only 4 out of 30 participants lived with both their biological parents before they passed away.

Circumstance that led to foster care placement. Most of the participants indicated that, during their placement into foster care, they were still young children and that their placements were after the death of their biological mothers. Only 4 participants said they were placed in foster care after both their biological parents had died and their grandmothers naturally became their foster parents. As a result, the transition into foster care was not a major shift in their lives. The majority continue to live in the same household, with the same family members and attended the same school. There were participants who said that they were placed in foster care with their aunts.

FY5: *“I ended up in foster care when I was in grade 1. In 2002 after my mother passed away. Then my father passed away in 2005. I have been living with my grandmother ever since I was born. Even when my mother was still alive I used to stay with her. I call her my mother because she plays a big role in my life. She does everything. She is supportive. She is like my mother. I don’t even notice that I don’t have a mother.”*

Nature of support system. When asked about their support systems during their transition to adulthood, the majority indicated that they felt that they did not have strong support systems to get through this stage of their lives. The majority said they considered their grandmothers as their core support system, but because they were often old and frail they were at risk of losing that at any given moment through death, which will leave them in a vulnerable position. This is especially true for some of them who indicated that they did not trust their other extended family members to give them support after the death of their grandmother. The majority of the participants felt that their aunts would put needs of their own children first.

FY1: *“I am heartbroken because I didn’t know that the grant was not going to be reviewed. Grandmother passed away in June and things have been different since then. You need to understand that she used to use that money to help us. Let me put it this way. The people that we currently stay with have their own children which means that they are not going to take care of us the way that our grandmother used to. They will always prioritise their own children. So they will only do something or help us when they feel like it.”*

FY3: *“The people that I am staying with have their own children and their own obligations. So you understand I am going to be a burden for them.”*

However, all the participants acknowledged the limitations that exist within their families to help them. The majority of the participants came from the household that was dependent on social grants to survive. Furthermore, they were staying with adults who have been struggling to find employment for a long time. This means that even if they were willing to assist them, they simply did not have the means to do so. So, amidst everything, this is the reality that the majority of foster youth had to come to terms with when evaluating their support system.

4.4.2 Foster youth experiences of social work services

Participants were asked about their experience of the interventions social workers in their lives. All the participants said that social workers played a major role in facilitating the access to the foster child grant. The impact of the foster child grant on the lives of the foster youth cannot be disputed. It is widely used to meet their basic needs like food, basic clothes and most importantly for foster youth; their school needs.

FY10: *“Except from the grant I wouldn’t say it was amazing or good because I never had like a solid relationship with my social worker. So always it was all about the paper work and stuff. So we never got into things like what’s happening in my life. We only spoke about paper.”*

Other than that, the general view of the foster youth was that social workers were not accessible to them. All of the participants said the only time social workers made contact with them was to review the foster child grant. The participants describe this process as a highly administrative in nature, where they have to submit their school forms to proof that they are still attending school and sign the social worker’s report.

FY6: *“The social worker has not come to talk about future plans, they only bring the forms that I have to fill in. So I take them to school and once the school has filled it out I give it to sister to submit to the social workers. She just ask me what do I want to be when I complete school and that I must study hard to get it.”*

During this process, the social workers would usually ask them if they are still happy in the care of the foster parent. The majority of the participants said they were rarely honest with the social workers when responding to that question. Part of the reason they cited is that they do not think that it makes a difference what they said because social workers rarely did follow ups on any of their concerns. One of the participants said that social workers always promise that they will come do random home visits to see if the foster parent were doing what was expected of them but they never arrived for these random visits.

Part 9: *"I have been trying to get help from my social worker since my foster parent's death by I have not received any help. I tried to apply for food parcels at SASSA that was also not successful. During my attempts to get help I lost a lot of school time because there is always long ques and waiting at the offices. I got into trouble with my principal. So currently, the principal made an arrangement with the feeding scheme to give me two meals a day. One during lunch and the other to take home for dinner just so I can stay in school."*

FY10: *"I would like social workers to keep their promises. They always say that they will come unexpectedly. It has been like 5 years. I think that they should be more involved from an early age and engage us in learning programs so that we can earn more knowledge because we can't rely only on getting knowledge from school."*

Another significant element of their relationship with the social worker or lack thereof, was the fact that social workers assigned to them was constantly changing. They therefore never had the opportunity to build a meaningful relationship. It is hard to open up about their life's story to someone new every time, one of the participants said. So they stick to the job at hand for the day. Needless to say, some participants said that they had not been in contact with their social worker for a period exceeding two years, so they did not know who their designated social worker is. The lack of consistency in contact and constant change of social workers serving them, makes it difficult to them to rely on social workers as a reliable source of support. This is something that most foster youth wish could change.

FY4: *"I don't even know my social worker. I know her name but I never saw her. The last social worker that I had I was doing grade 6 before they changed me. We had conversations about my lifestyle. How they treated me. Am I having everything that I needed? She used to come to school and ask my teachers how am I performing at school."*

4.4.3 Type of services received from social workers

When asked to describe the services that social workers provide them with, which they believe could assist them to make successful transition to adulthood, the majority of participants highlighted that social workers put a lot of emphasis on encouraging them to complete their secondary education within the time that they still have access to foster child grant. This, according to the social workers,

will reduce the burden on the high cost of their basic needs. In this context, foster youth understood that they need to stay in school for as long as possible in order to continue to benefit from the safety net of the foster care system. A number of other issues were also raised by the youth participants:

4.4.3.1 Focus on acquiring formal education.

Another thing that participants highlighted was that social workers' focus was on motivating them to pay attention to their academic performance. Therefore, participants understood from these discussions with their social workers that good academic performance in secondary school, particularly in matric (Grade 12), could open doors for opportunities to access higher education. Opportunities that good academic performance could open that participants highlighted include access to bursaries, full scholarships and entrance into institutions of higher learning. Even though all the participants indicated that these discussions happened within a limited time between themselves and social workers, they view them as valuable.

FY2: *"Our previous social worker left and we got a new social worker. He advised me that to focus on my studies and complete my matric. He advised me that the reality is people will not treat you like the own children because to them you are an orphan. They may give you shelter but would not necessarily treat you like their own. And even when you ask for things that you need they will not necessarily give it to you."*

4.4.3.2 No focus on economic opportunities

In terms of services that are focused on improving their economic outcomes such as employment opportunities, skills development or apprenticeship, participants indicated that social workers did not spend any time on this. One participant said his social workers encouraged him to focus more on education than trying to get a job, because of limited employment opportunities available in their area. As a result, the majority of foster youth understood that in order to improve your chances of securing a decent and well-paying job they would need to get formal education to acquire the qualification.

Many participants understood the influence of good academic performance on their transition to institutions of higher learning and to access financial independence. They were asked to describe their current academic performance and if they thought it was sufficient. The majority of participants were worried about their academic performance, because they did not meet the minimum requirement for entrance into university. Furthermore, they did not feel that with their current marks, they have what takes to get straight A's needed to secure the bursaries and scholarships. However, they were hopeful that they will be able turn their situation around. One way of doing that, was through extra classes at school. The majority of the participants said they believed extra classes could improve their academic performance.

4.4.3.3 Barriers to access extra-mural activities.

Some participants said they experienced some challenges in their pursuit to access extra classes. One

challenge was that they could not afford to pay for extra classes that were hosted by neighbouring universities. In addition, they also did not have money to cover the transportation costs to the universities. Therefore, even if they would like to attend them, they simply could not afford to do so. Another challenge that a participant highlighted was that foster parents often did not believe them when they say they going for extra classes, saying they going to hang out with boys or an excuse to not do their household chores. As a result, they would forbid them from going.

4.4.3.4 Uncertainty about academic outcomes.

Only 5 out of 30 the participants were certain that their academic performance was good enough to meet the requirements set out when applying for entrance to university and maybe even the National Financial Aid Scheme (NSFAS). The majority of participants who were in grade 12 said they were worried because they are doing subjects that they were forced to take and they which they will subsequently fail. One participant said he had been promoted to grade 12 because of his age, so he was not sure if was ready for grade 12 and doubted his ability to complete it successfully. This was a real concern because of the significant number of foster youth who had previously repeated a grade at least once in their academic career at the school. Furthermore, there were participants that given their age, would be discharged from foster care before they reach grade 12. This would be true, even if they did not repeat another grade from the current year of study.

4.4.3.5 Savings for the future endeavours.

The participants were asked whether their foster parents have been saving some money to assist them in furthering their education and training. Only 3 out 30 participants indicated with certainty that their foster parents had money saved for the purpose of furthering their education. Two of them were siblings whose grandmother passed away about six months ago and were informed by their social worker that their foster care placement was not going to be transferred to another foster parent because they were both over the age of 18 years.

As a result they had no choice but to use the savings the foster parent had saved towards furthering education to buy their basic needs such as food, toiletries and school uniforms. This means that they will probably not have any money left from the savings and would have to make alternative arrangement.

FY1: *“Our grandmother used to save, but we have been using the money to buy food. We are going to withdraw the last of it now.”*

FY1: *“I am just imagining how life is going to be from now on. Wondering, without the grant, I don’t know how we are going to survive. We have been using the savings with the expectation that there is going to be a grant. Now we don’t know what is going to happen.”*

The overall view from the participants was that foster parents did not save money at all towards

furthering their education and training. One of the participants highlighted that his foster parents tell the social worker that she is saving money, but she never does. Foster parents are able to get away with this because participants say that social workers do not really check whether or not the foster parent saves.

Another participant indicated that it was impossible for her foster parent to save money for her because the foster child grant was helping to take care of everyone in the house. An interesting finding though was that all the participants indicated that foster parents put priority on paying funeral covers, so that in the event of their death they will be able to be buried. This is one element that foster parents did not compromise on regardless of how little the money is.

4.4.3.6 Non-transferable Foster Child Grant

The participants indicated the fact that the foster child grant is not transferrable to another parent, makes life difficult for them when the parent dies. One of the participants said that people do not understand that without the foster child grant we cannot have a comfortable life at our foster parent's families. Participants indicated either through their own personal experience or that of other foster youth, that foster parents usually start treating them differently as soon as their foster child grant is stopped. And the situation can even escalate to where they are rejected by their foster parents. This can potentially lead to them being chased away from their home and having to look for alternative accommodation.

FY8: *"I didn't know that if I am above 18 years, if she passes away I am not going to be transferred to another foster parent. They didn't inform me. It just happened. I was moved to new social worker when I found out I no longer qualify for the grant... My grandmother died in August this year so since then I have not been getting the grant."*

Three participants whose foster care grant was suspended after the death of their foster parent said that once the grant stops, life gets complicated. Most participants were concerned that they will not be able to complete high school as their foster parents were unlikely to support them without a foster grant. According to the participants, when their foster grant is suspended most foster parents start to treat them badly.

FY8: *"My aunt stays in Qwa-Qwa. So she will leave us some money, but when it is finished she will complain about it. Our grandmother could treat us all the same but now our aunt has her own children. She will tell you that she won't be able to give you money, because her kids also don't have food. That hurt my feelings because she is our aunt. Our father's sister. I didn't think that she could do that."*

4.4.4 Relationship with social workers.

According to most participants, their quality of life would not have improved had it not been for their

social workers. They believe that without social workers, they would not have access to the foster care grant and would not have stable homes after the death of their parents. However, the majority of the participants were not well informed (in some cases not informed at all) about the conditions that will lead to their discharge from the foster care system. A common feature in the feedback from participants was that social workers did not discuss their transition out of foster care with them. Their interaction with social workers was mainly focused on the review of their foster care placement. Participants do not form strong relationships with social workers and the majority admitted that they are not always honest with their social workers about their situation at home. Participants cited various reasons for this:

- i. One reason for this is that social workers are always in a rush to deliver and collect papers from foster parent and they mainly talk to foster parent and not to the children.
- ii. Participants also felt that their social workers are always changing and they are never assigned to a particular social worker for long. When they are assigned to a social worker, participants indicated that they would want the social workers to be more engaging and interested in them.
- iii. Another reason given was that most social workers do not honour their appointments with them. Participants also felt that it takes too long for social workers to follow up on matters that they report- that is if they follow up at all.

What was evident from all the participants was that social workers did not prepare them for their transition from foster care.

4.4.5 Academic performance and goals.

The majority of the participants were concerned about their academic performance because their eligibility for bursaries and scholarships depended on good results. For most, financial aid from sources other than family is the only option that they have. The majority of participants would be the first in their family to complete high school.

The expectation amongst them is that a good education is a key to a better future for them. Most of their grandparents, who were also their foster parents, did not ever attend school. A few indicated that their biological parents had attended school at some stage in their lives.

Part 3: *“I also want to be better than my parents. I have three siblings. Two completed their matric successfully. I didn’t complete my matric. I dropped out of school because of uncontrollable behaviour.”*

Although good marks are essential for them, some of the participants are not on par and are struggling to pass. Reasons given were that they were promoted (because of their age) to grade 12 and did not necessarily pass grade 11. Another reason is that they were forced to take subjects that did not interest them and consequently they performed poorly.

FY10: *“Currently I am being forced to pursue a career oath in law and I am not doing well because I don’t like it. Everyone knows I am an artist.”*

Some participants were actively trying to improve their marks by seeking extra classes. The majority said that they were attending extra classes offered at their school, under the supervision of their teachers. Their school principals are mostly against them taking extra classes offered at external institutions such as universities as they fear that their scholars would much rather support those classes than those offered by the school. Also, some foster parents were against private study groups because they are usually at night and foster youth would come back home late from these groups.

FY1: *“Right now I don’t want to create any expectations around whether there is someone to help us. I will see in January.”*

4.4.6 Support system of foster youth.

The majority of the participants said that they did not have an adult who has made a commitment to support them in furthering their studies and training after matric. Some participants said that they did not trust their relatives to deliver on their promise to support them in furthering their education and training because they are aware that they are not their biological children and therefore may not feel obligated to give such support. Only six participants 24% (See Appendix G) were certain of the support from the relatives. Participants who did not have an adult who has committed to support them were uncertain about their future prospects post matric, while those who did were more enthusiastic about their future.

Part 1: *“For me there is no one who has made a commitment to help me going forward. As a result, I feel depressed because in January other people will be going on to study further and I will just be staying at home doing nothing.”*

Part 2: *“I have aunt and sister who are working that have made a commitment to assist me through my studied. I just have to pass my matric. I am studying with all I have. But I do not fully trust that they will support me, still have room for disappointment. But if they do support me it would be great. But otherwise I am already preparing myself to get a job.”*

FY2: *“I want to see what decision he is going to make as an adult, because he needs to decide what he is going to do about living with two orphans and he has a job. I am waiting to see if he is going to assist us to get the things we need or he is just going to withdraw himself and say that he can’t assist.”*

Summary of foster youth experiences

The majority of foster youth were raised by their grandmothers since birth. While their mother went to seek employment opportunities in the urban areas. Most of the participants either did not have a relationship with biological father or did not know them at all.

The majority of participants were placed in foster care after the death of the biological mother and were therefore maternal orphans while their fathers were unknown. Foster youth were uncertain whether they will have strong supportive systems once they exit foster care system. This was mainly because they relied heavily on the support of their grandparents but were also aware of the reality that due to old age their grandparent could not be a reliable source of support as they transition to adulthood.

While often uncertainty emanated from the poor socio economic situation of their households.

Other youth indicated that their relationship with social workers revolved mainly around facilitating access to the foster child grant because that is the only time that social workers were present.

They did not feel like they could trust or rely on social workers because of this poor engagement. Social workers also hardly made contact with them or followed up on the concerns that they might have had.

The nature of services that social workers rendered were more focused on encouragement to complete formal education and nothing more. Social workers did not encourage them to seek employment opportunities because of lack of opportunities.

Through limited discussions with social workers, foster youth said that they understood the importance of the academic performance in order to gain access to higher education and attaining financial independence. However, the majority were worried because they were not academically strong and seeking opportunities to improve their academic performance.

In pursuit of academic performance, foster youth experience barriers such as not being able to afford fees for extra classes or transport. What was surprising was that foster parents would not allow them to go out to extra classes because they believed that the foster youth were not being honest about where they are going. Most of the foster youth who were interviewed did not have any savings to use for tuition fees or boarding.

4.5 Challenges for foster youth

4.5.1 Abrupt end of foster care placement

All the participants said that the termination of the foster child grant is untimely, at a time when they need support and resources the most. Participants referred to the newly introduced regulation that does not allow a social worker to transfer a child above the age of 18 years when the foster parent is

deceased, even if the child is still attending school. This translates into the young person being discharged from care and their file is closed.

The majority of participants feel that the regulation is unfair to the youth because they are still in need of care and protection. Furthermore, there was a general census amongst participants that even when youth in foster care are discharged at 21 years, the foster parent and the child are not prepared to move on without the foster child grant. The following participants explained this well.

SW14: *“I don’t think it’s fair for them (youth aging out of foster care) you know. Even while they are in the system we are not giving them much,. I feel that we just do the grant administration. We don’t give them attention they need. We don’t even have the relationship that we are supposed to have with them. I don’t think we give them enough support. It’s worse when they exit the system: we don’t go back and once we discharge them we are done. We don’t go back to check on them, to see if they have failed or passed, and if they failed how can we support them, if they have passed what is the plan so we just cut ties with them and I think that is when they need us the most, because you must remember when they exit the foster care system sometimes they were even place with non-relatives and when they are discharged. Sometimes those families don’t want them anymore then where do they go? I don’t know. I don’t think we even feel for them in our conscious. We are just happy to discharge them and close the file.”*

SW8: *“According to my opinion, I don’t think they are too sufficient reason being, most of the exit point we want them to go further into the education system which they ain’t, some they do some they don’t, while others they don’t want to go into the system further they want to study further. And the problem is, when they are out of the system we close their files. And when their files are closed we don’t have any close contact with them anymore, because you still have another files that you have to take care of. You still have another children who are coming into the system”.*

4.5.2 Poor academic performance

According to the participants, the majority of youth ageing out of foster care have poor academic performance and have failed numerous times. Some social workers say that some children have learning problems and they struggle to cope with mainstream education. Teachers are often aware of the child’s learning difficulties but do not refer them to special schools for intervention. However, special needs schools do not accept young people that are over the age of 16 years old. Foster parents often ask social workers for intervention. Thus, participants say that foster youth remain in school but they are not progressing academically. Social workers say they believe in these cases the foster care youth are only kept in the foster care system to access the foster care grant and to keep them busy during the day especially the ones that love school.

However, participants highlighted several problems that emerge from this arrangement. One is that some young people end up being bullies to protect themselves from being laughing stocks of other learners who are much younger than them. Also, once they realise that they are not progressing academically, they lose interest in attending school and feel that it is better for them to drop out. Lastly, their self-confidence takes a big knock, because they feel defeated by the academics and may feel that they are not good at anything.

SW7: “Most of them are 18/19 years old and you will find them in grade 9 or 10 and I think it’s not because they don’t have the ability to do better. I think it’s an emotional thing happened to them. Because it is that their parents is deceased or such a traumatic thing that’s why they are in foster care. So I think, children in foster care are emotionally affected by it and it also affects their school life then.”

4.5.3 Rejection from foster parents/family

The most common problem described by participants was that youth transitioning out of foster care face is rejection from their foster parents. This is because these youth are no longer eligible to receive the foster child grant when they are discharged from foster care. Participants said that foster parents were not willing to take responsibility of taking care of the foster youth without receiving the money (the grant). Furthermore, several participants indicated that foster parents are not focused on the wellbeing of the foster care child, but rather on the money that they are able to receive by having the child in their care. From the participants’ responses, rejection manifests in two ways- directly and indirectly. This is expanded on below.

4.5.3.1 Direct rejection.

This is where the foster parent makes it known through their communication and attitude that they do not want to continue to take care of the youth in foster care - without fear of judgment from the social worker. **SW8** stated it as follows:

“I found that. I was having a client who stay here in one of the locations here. The sister - they were two children from this family – the other one was 16 years and the other one was 19 years. When the elder one, when she was discharged, the grandmother chased them out of the house because there was no money. And when I asked her, she said “My grandmother chased us out, said we must go back to our father’s house because she is not receiving any grant”. It’s something that happened here.”

4.5.3.2 Indirect Rejection.

This is where the foster parent does not make their feelings known verbally to the youth or social worker, but they create an unpleasant living environment that will result in the foster youth feeling unwanted and the making decision to run away from home.

4.5.4 Teenage pregnancy

Participants highlighted several challenges that youth in foster care experience during their transition out of foster care. These range from behavioural changes, engaging in risky behaviours such as smoking dagga, committing petty crimes. Teenage pregnancy and early cohabitation came out as the most common amongst the foster youth.

4.5.5 Anxiety about their future

Several participants indicated that youth transitioning out of foster care system usually do not feel that they have anywhere to go - they are on their own.

SW7: “The concern is, I can see they have, when you say they are being discharge now they feel like “now I can’t stay here anymore, they won’t allow me to live here with this person anymore”.

SW8: “Sometimes, because most of my clients, the one that I have they all the age 17 or 18. If you ask them “Any plans?” they will just say “I’m not sure yet, because I don’t know what I want to do”. Because some of them they have fears, they are not sure if they will be able to complete their studies. And finances, it’s one of those major point that really frustrate them. They are thinking that if maybe I finish school, who’s going to help me with my tertiary education and my money. Those are the key factors that really disturb them”.

4.5.6 Disconnect between legislative framework and practice of foster care

Participants indicated that there was a disconnect between the purpose and objectives of the foster care program as stipulated in the Children’s Act and as outlined in the foster care guidelines and how foster care is implemented in practice. One participant (SW2) echoed this view when she said:

“What we do is foster care administration, we make sure that this (foster child grant) does not lapse. You see our problem is that we do not implement foster care according to the book. The theory of the foster care system stipulates how foster care process should be working in terms of what we need to do for example thorough investigations before placement of the child, review of the IDP (Independent Development Plan) and foster care plan of the child with the foster parent....”.

This illustrates that the focus on the administration of the foster child grant takes away opportunities for social workers to assess the strengths and developmental needs (therapeutic, emotional, physical, developmental, educational, socio-economic, cultural, and spiritual). As a result, they do not have intervention plans that guide and prepare foster youth transitioning out of foster care system for adulthood or independent living - even though it is stipulated as a requirement (Foster Care Guidelines, 2009). Participant SW1 elaborates on this point further when she says:

“I mean the most important person is the foster child....that if they don’t use that processes as prescribed, it means that they don’t attend to the child...at the end they don’t assess the child to see what developmental needs there are and how to address the needs and at the end of the day we found that most of our foster children, at teenage stage, they have behavioural problems and then nobody is interested in fostering them anymore”.

However, this is not to say that the foster child grant administration is not an important legislative requirement or that it does not underpin the lives of foster care youth while they are in care. It should also not be interpreted as social workers being preoccupied with less important work. Instead, it should be viewed in the context of capacitating grant beneficiaries to be self-sufficient and productive citizens in society, as far as is possible given the limited resources available.

4.6 Experiences of social workers

4.6.1 Services rendered to foster youth

4.6.1.1 Administration of foster child grant.

The participants said that the administration of the foster child grant was the main services that they rendered to youths that are transitioning out of foster care to adulthood. According to the participants, administration of foster care involved constantly having to work on the review of foster care placements, which was important for the continued monthly payment of the foster child grant. Consequently, they are ensuring that foster parents can cover the living expenses (i.e. food and clothes) of foster youth as well as some of their school needs. One participant described the situation as follows:

SW2: “What we do is foster care administration, we make sure that this (foster child grant) does not lapse. You see our problem is that we do not implement foster care according to the book. The theory of the foster care system stipulates how foster care process should be working in terms of what we need to do for example thorough investigations before placement of the child, review of the IDP and foster care plan of the child with the foster parent....”

4.6.1.2 Preparation for the termination of the foster child grant.

According to the participants, once the child has reached the age of 18 years they would start preparing the foster parent and the foster child for the possible termination of the foster child grant when they drop out of school or they turn 21 years old. Participants said that they encourage the foster parents to save some money so that when the child is discharged from foster care and have completed school, they have some money to cover for application or registration cost for university or college. Once the child reaches 18, this is emphasised even more. This is what some of the participants had to say:

SW8: *“What I do, I also tell them that child is going to reach 18 years of age. And when the child reaches 18 years of age and not attending school, we will discharge him. So it is very important to encourage your child to continue to go to school until he is 21 years. In that way, if the child finishes school at 18, at least three years later he will be at varsity and maybe they could have gotten a bursary. So I encourage them to get involved with the child and their studies. I also tell them that it is important that they save at least R100 out of the grant money. So whenever they finish school, there will be something available for you to help them. Some do, some don’t.”*

SW5: *“I always inform them that when you turn 21 years old or when you decide to drop out of school, I will have to suspend the money because it’s the law and..... I always prepare them every time they come to my office. Tell them that remember just remember that, it’s just a reminder that when you turn 21 years old.... And I also quote the law and tell them that it’s not me..... if it were up to me I would continue because I can see that you need the money but according to the law when the child turns 21 years they must be discharged. But I also ask them what are their future plans and things like maybe looking for work or somewhere with more or what do they doing after that?”*

However, some of the participants said that the majority of foster parents were either not willing to save or could not afford to save money for foster youth. According to participants, it was very unlikely for families who depended on the foster child grant to support the entire household to save for youth in foster care.

SW4: *“I mean many of the foster parent don’t save which I can understand because that money is too little you cannot save with what the life cost now”.*

SW12 *“What I find with my clients is that even if you (foster parent) know the grant is going to stop at least put R50 just to save it so the child, so that they can go to college or whatever so at least they have a head start. But you find that most families are poor families and are unable to save it but others do”.*

Some of the participants said that foster parents would save regularly if social workers were actively monitoring their savings progress and they were held accountable, instead of just talking about it. Only three participants said that they were certain that their foster parents were saving money towards education and training. According to one of the participants, since the foster parent of two foster care youth passed away almost three months ago, the foster youth have been using some of the savings to buy food. There would in all likelihood not be enough money left for education and training- especially since their foster care placement could not be transferred to another person and they had to be discharged from foster care.

One of the participants said that she encourages the youth in foster care to complete their education

before they exit the foster care system because that way they were able to benefit from the foster child grant and do not have to worry about hustling for basic needs such as food, clothes and shelter.

Another participant said that he prefers to start preparing the foster youth from the age of 17 and to start explaining all the dynamics involved in getting discharged from care. He would also explain to the youth all the options that are available for the extension of their foster care placements prior the age of 18 years.

SW8: *“When the child is 17 years old, I usually call them in with the foster parent and I tell the foster parent “According to the Act, according to the way I found things are being done in the Department. Before the child is 18, the people from SASSA they are going to send you a letter that state the child is going to turn 18 and for this reason he is not going to receive the grant. Then I tell them if the child is still at school they need to come in with the child. We sit down and talk. We look, if within that time the child still attends school, we can also review the foster placement. But the problem is, if the child reach 18 and he’s not attending school the first thing that you’re going to do is try and persuade the child to come back to school. If one does not want to come back to school or home, we are going to discharge him. And I’ll tell the child “It’s up to you. You are no longer a child. The moment that you turn 18, according to the law, you are no longer regarded as a child and it means that you are entitled to make informed decisions.”*

4.6.1.3 Encouragement to complete secondary education and further their education.

The participants said that their primary focus when preparing foster youth for their transition out of foster care is to motivate them to complete their secondary education and further their studies at a Further Education and Training (FET) college or university to obtain good qualifications.

SW8 said: *“What I’m trying to focus on is educational, because education is the only better key that I’m thinking about on their behalf. Because most of them if they don’t have the right base in their education system, it becomes difficult. Because for one if you look at their lifestyle in their areas, here in Town A or Clarence, a lot of youth they are sitting at home. They don’t have educational places, they don’t have anything that they can say “okay if I’m not working, I’m sitting I can do something for myself”. There’s nothing, there are no opportunities. Hence I do something like an Open Day, where I call different stakeholders just to give them a background of what their work is all about and how they do their work. In that way, as they go out, some of them they have that good idea (“In the police they work is like this and they do like this, the nurses their work is like this”). That is what I do.”*

An interesting finding was that one of the participants said that he discourages talks about employment, because at this stage in the foster youth’s life getting a job may seem more lucrative than furthering their studies, which he believed can be to their disadvantage in the long term.

He went on: *“As far as employment readiness or independent living, I haven’t done it yet because I do not want them to be more independent on themselves before they reach those ages of 18 and 21. Reason being if this young lady becomes independent now, that’s when they become rebellious and showing negative attitudes towards their foster parents and also it affects them at school. That’s why I didn’t focus on that. And also I didn’t focus on employment, knowingly that if they start having moola (money) in their hands, it’s difficult for them to go back to school.”*

4.6.1.4 Information sharing.

The majority of the participants said that sharing information about the different financial options that are available for furthering of their studies was key when doing preparations with foster youth. The most common recommendation given to youth by social workers is that they should apply for full scholarships or bursaries offered by Government, particularly social work scholarships offered by the DSD. The advantage of these type of scholarships is that there is a guarantee of a job after obtaining their qualification. One participant (SW3) said that he organises career exhibitions to which he invites different stakeholders to come and address his foster youth on the different career paths that they can follow. The participant said:

SW3 *“Basically I will tell the child that, if he wants to further his study he can approach... for example for me most of them I encourage them to do nursing because here in Manapo, Qwaqwa they are able to do nursing for free so you understand. So I usually refer linking them to resources where they can be able to be like independent, and also some FET I have heard that they don’t pay any school fees”.*

Another one (SW5) said: *“I always..... Advise them to go to NSFAS and these..... okay... we all know that our department is going through a financial constraints but I also ask them would you like to study social work or is there something you would like to do, I also ask them that there are forms downstairs there that you can take, but I also tell them that don’t have high expectations because this might not go through due to the department not being able to financially stable you know. But then I also with the NSFAS thing is also the same thing but I ask them whether they want to study further and to apply, and also to our municipality, our major also told us that he hangs out bursaries and look for children in disadvantaged families, so that he can assist them with money to further their studies and what not. So I would ask them..... but basically I concentrate on school because it’s the only thing”.*

4.6.1.5 Lack of prevention and developmental services.

The majority of social workers said that they do not have the time to run prevention or developmental programs for foster parents and/or foster children.

SW4: *“We don’t develop, we only maintain what we have, but we don’t develop”.*

SW 1: *“[A]t the end they don’t assess the child to see what developmental needs there are and how to address the needs and at the end of the day we found that most of our foster children, at teenage stage, they have behavioural problems and then nobody is interested in fostering them anymore.”*

All the participants indicated that social workers do not render proper supervision to youth transitioning out of foster care. Participants highlighted that social workers are unable to maintain regular contact with the youth in foster care and as a result, they are unable to keep up with the changes that are happening in the child’s life or to identify problems early on.

Furthermore, with the pressure to process the review as quickly as possible, everything is being rushed.

SW 6: *Then if you look at the foster care supervision services, there is no progress. There is no foster care supervision programme. It’s like they do home visits and then they see if the children are still there, are they still fine, is there any problems; but if we talk really about a programme, like give me your foster care programme from the day that the child enters into the system until the child exit the system there is not really a formal programme.*

SW10: *“Social workers cannot visit them –(youth in foster care) regularly, they will visit them like they know that six months is coming for progress report at some stage then they will go when it is that time. All along you don’t know what happened in the life of this child, when you go sometimes you find that the child is pregnant, got the baby no longer in school and then nobody reported.”*

All of the participants said that they do not implement the development approach when rendering services to youth transitioning out of foster care.

SW4: *“I think people don’t read it, unfortunately social workers are very bad readers, they don’t read. I think sometimes they just feel it’s not their responsibility... “My responsibility ends with the statutory work” because they know there will be a developer or someone that carries it on. So it ends there, we don’t see broader vision, we just see it’s one less, it’s one file less, it’s one child less. But what they don’t realise is that future of that child. What is the future of the child?”*

Most of the participants do not do assessments and action plans with clients, including the youth transitioning out of foster care. Several participants said that they are more focused on the administration of the foster care grants rather than the developmental process of their foster care youth.

SW1: *“You see actually those forms are basically a guideline for the generic process...so if you don’t use guideline, it means that at the end of the day you are not rendering a proper foster care service...and it also comes out that you don’t...because in foster care supervision services you don’t just tend to the foster parent...I mean the most important person is the foster child....that if they don’t use that processes as prescribed, it means that they don’t attend to the child...at the end they don’t assess the child to see what developmental needs there are and how to address the needs and at the end of the day we found that most of our foster children, at teenage stage, they have behavioural problems and then nobody is interested in fostering them anymore”*

4.6.2 Challenges for social workers

4.6.2.1 High workload.

All the social workers said that they have high caseloads, ranging from 150 to 400 cases per social worker. As a result they are unable to render other services.

SW1: *“It’s the high case load...it’s definitely the high case load...I know the module says “one to sixty”...one social worker per sixty...but I know in our area, social workers have from hundred to hundred and fifty for juniors...and then for seniors, from hundred and fifty to two hundred... It’s a lot...so it means that, they are really unable to render a proper service...this is the one limitation”*

The perception that social workers have of youth transitioning out of foster care is that they are the quickest means of reducing the backlog. Social workers, therefore, tend to not spend much time thinking about the developmental needs of the foster youth as they will soon not be their responsibility anymore. This sentiment has been echoed by quite a few participants:

SW4: *“I think sometimes they just feel it’s not their responsibility... ‘My responsibility ends with the statutory work’ because they know there will be a developer or someone that carries it on. So it ends there, we don’t see broader vision, we just see it’s one less, it’s one file less, it’s one child less. But what they don’t realise is that future of that child, What is the future of the child? I mean that is the unemployment and the unskilled black labour is a big problem especially in our small towns. And there is programmes running, the only thing is how we link them and how we integrate them. “*

Reasons for high workload include the following:-

- i. High caseload of foster care placement with relatives

Participants indicated that the bulk of foster care placements were done with the child’s relatives, mostly grandmother. Very few cases were finalised with non-relatives. In addition to that, participants

highlighted that most of their cases are where the biological mother is deceased and the father is unknown. Some participants believed that cases of unknown fathers are the ones that have contributed to the rise of the number of foster care cases.

SW1: “Mainly orphan children, where both parents died, mother and father...let me rephrase it...where both parents are deceased but in most cases...but in most cases its when the mother is deceased and the father according to the grandmother or foster parent is unknown...there was a little cases its less than one percent where there was biological parents but where they neglected the children or abused the children and I had to remove them...”

ii. Backlog of review cases

Most of their time is spent on clearing up the backlog of foster care placements awaiting review. According to the participants, once the foster care placement is finalised and the foster parents are receiving the foster child grant, social workers are under pressure to maintain the continuous flow of payment (of the foster child grant) by ensuring that the review is done on time. If they do not do the review on time, the foster child grant might be suspended and this will create a backlog in their caseload.

4.6.3 Poor investigation of foster care placements.

When placing foster youth with foster families, social workers very seldom do thorough investigations into the suitability, or not, of the prospective foster family. Many participants have attributed this to their need to have to clear their workload.

SW1: “within the Department of Social Development we have to do all three methods...that’s time consuming with high caseloads, and I think that this is also where the social workers...I want to put it in a way...they lose hope, they just want to finish this case...the most important thing for them is to just write this report so that the order can be extendedand the child and foster parent can get the money...they don’t really focus on the services that are needed”

4.6.4 Lack of intervention and follow up.

The participants said that they are unable to do follow-ups on issues or challenges that arise in foster care placements, because of high caseloads and a lack of transportation to do home visits. Some of the participants said that they rely on teachers and parents to monitor the children and to report on their progress. However, some participants indicated that the collaboration with teachers is not uniformly practised and it depends on social worker’s discretion. Their interventions are almost always unplanned sessions with the child or the foster parent. As a result of the constraints that participants experience in practise, they say they provide very little to no support to youth during challenging times

in their lives.

SW6: *“But because of the high caseload that social worker have it is rare for the social worker to run such programmes. If they sometimes attempt to offer the programs is sometimes once a quarter and there are no follow ups to monitor and motivate the foster parent”*

4.6.5 Poor supervision services.

All the participants indicated that social workers do not render proper supervision to youth transitioning out of foster care. The primary focus of social workers seemed to be the review the foster care placement so that the foster parent can continue to receive the foster child grant. In doing this, therapeutic and developmental services to foster youth are neglected and ignored.

SW13: *“ Social workers cannot visit them (youth in foster care) regularly, they will visit them like they know that six months is coming for progress report at some stage then they will go when it is that time. All along you don’t know what happened in the life of this child, when you go sometimes you find that the child is pregnant, got the baby no longer in school and then nobody reported.”*

SW11: *“So I mean at the end of the day, they are there for the money, it addresses their physical needs but emotionally it does not address that. If you really look at how much time we spend when the child is an orphan with them, dealing with their feeling of being an orphan, I don’t have parents I am staying with grandparents but that is also very old, if they die what is going to happen to me? Is there an alternative family that is going to take care of me or that kind of things? If you look at the process note now, and remember there are now these SWP forms, people just says “I did a home visit, the foster care child is doing well. The evaluation is still positive. The planning is write the 159 and that’s all. It doesn’t say anything so to me, it says, they went and see if the foster child is still staying there and that was the service. The service doesn’t say I have discussed with them this and this, I have discussed the school progress. What is all amazing is that the child will fail and then in the report they will say the child is doing well at school but the school report says this child failed. So it tells me also that they are cutting and pasting thing, and they don’t really go into the details of those things. But it does not help to say I have 100 files and I did 100 orders but when you again at what was your impact it’s not much, it’s really not much.”*

This is evidence that the pressure to meet the legislative requirements of the foster child grant review results in social workers focusing on completing reports and issuing orders. As a result, they have blind spot on developmental and therapeutic needs that youth transitioning out of foster care may need to deal with in order promote and support them to make a successful transition out of foster care.

4.6.6 Lack of resources.

According to participants, one of the major challenges they have is the lack of tools of the trade which makes it difficult, and sometimes impossible, to provide quality foster care services to their clients. Participant SW1 shared just some of her frustrations:

“In our region, people have to travel far...to their places where they serve the client, because we don’t have resources there...like an office...we only have satellite offices.....(names of small towns have been omitted) that places...I mean it takes at least an hour, an hour and a half to two hours to drive...we don’t have offices there...that’s also a problem...we cannot see clients everyday...then we have a problem with vehicles, we don’t have enough vehicles...so social workers need to plan carefully, then they must use one day for intakes which they have a lot of as well as home visits...then the other problem is...or other limitation is... also then stationery...there comes stages per annum that we don’t have paper anymore...then they can’t print reports ...we don’t have sufficient laptops...if your laptop crashes, it needs to go into the provincial office...there is not an additional one that they can give to you, so then social workers have to run around...then use somebody else’s laptop, which delays in writing reports, which causes delays for the foster parents if they need to be referred to other services”

4.6.7 Lack of integrated services.

Participants indicated that youth transitioning out of foster care are often excluded from existing programmes within the department because there is no integration of services. Furthermore, youth transitioning out of foster care do not benefit from the developmental and sustainable livelihood programmes that are currently available in the department. The recruitment process (of foster care youth) does not prioritise them

SW1: *“Although they have youth development programs, community development programmes and sustainable livelihood programs I don’t really think we are absorbing these children. And what is also worrying to me is that when they are looking for candidates for Esibindi or for Masupatsela and all those ones, they go to the community and they recruit people but they don’t look at the database of the children that we have, that exit the system. We don’t have time, because when you do foster care you don’t have time to set up and attend forums and meet with other stakeholders. I am busy with social work policies and they are busy with their own work, so the thing is we don’t know each other. But if we had forums we would be able to talk and discuss how can we reach out to children and the communities”.*

4.6.8 Lack of training.

All participants indicated that they were not well equipped to deal with the needs and challenges of foster care youth transitioning out of foster care to adulthood.

4.6.9 Accessibility to foster youth during office hours.

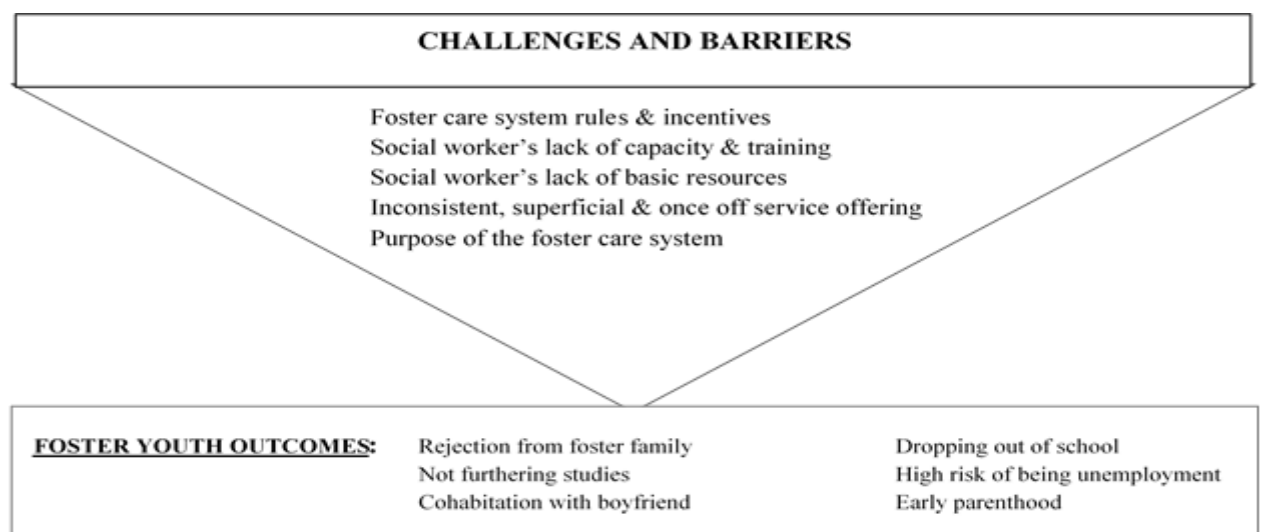
Some participants indicated that it is a difficult task to consult with foster youth during the day while the children are at school. By the time that they are released from school for the day, foster youth must travel (mostly by foot) great distances to the office of the social worker.

Summary of the social work experiences

The findings indicates the inability for social workers to render services that enhance the outcomes of foster youth transitioning to adulthood are influence by systematic forces that are not under their influence. Systematic forces involves non-supportive policy framework imposed on foster youth transitioning to adulthood, lack of resources and lack of information and training on how to address the needs of this population group. As a result social workers feel as sense of helplessness because they are not equipped to adequately respond the needs of this population group. The implication of this is that services rendered to foster youth are only limited to the administration of the foster child grant and not developmental in nature. Given the constraints that social workers experience and the lack of priority placed on the needs of foster youth transitioning to adulthood, there is a high probability that this population group will continue to have poor outcomes as young adults. Furthermore, their quality of life will continue to decline put them and their children of being trapped in poverty for a life time.

4.7 Summary

Based on the findings above, the researcher has made a summary outline in Table below of the challenges and outcomes of foster youth transitioning out of foster care system.



Source: Author (2016)

Figure 18: Challenges and Outcomes of foster youth

The purpose of the research interviews was to enable the researcher to gain a deeper understanding of the experiences of the research participants. This had specific reference to their experience of how services within the foster care system facilitate the successful transition of foster youth to adulthood.

With these findings, the researcher was able to apply the social entrepreneurship framework as a lens through which to analyse the experience of the research participants and develop a more systematic understanding of the problem to be addressed.

The following chapter provides a detailed description of the answers to the research questions posed earlier in chapter 1, which are

1. What are the barriers and challenges of implementing developmental transitional services to youth transitioning out of foster care to adulthood?
2. How can social entrepreneurship be used to develop a feasible solution for foster youth to make a successful transition to adulthood?

5 CHAPTER 5: DISCUSSION OF THE FINDINGS

In order to achieve the objectives of this study, the researcher applies the social entrepreneurship framework as set out in the book by Osberg and Martin (2015) entitled: “Beyond better: How social entrepreneurship works”, in this chapter

According to Osberg and Martin (2015), four stages are involved in the practice of social entrepreneurship. These four stages were briefly introduced in chapter 2 and will now be discussed in more detail. The researcher applied these stages to the problem being researched and incorporated lessons learnt from the stories of other social entrepreneurs.

By way of a reminder, the four stages are as follows:

Stage 1: Understanding the problem

Stage 2: Envisioning a new future

Stage 3: Building a business model

Stage 4: Scale

The following questions were researched:

5.1 Research Question 1 Answered

Question 1: What are the barriers and challenges of implementing developmental, transitional services to youth transitioning out of foster care to adulthood?

5.1.1 System rules pertaining to foster youth transitioning to adulthood.

The legislative and policy framework, in particular the Children’s Act no 38 of 2005, sets out very clear requirements that must be fulfilled in order for the foster care placement of foster youth over the age of 18 years to be successful. These requirements put a burden on the foster youth, rather than assist them, to navigate the demands of making the transition to adulthood. Section 176 of the Act sets out three conditions for review of the foster care system:

- i. This study found that the majority of the foster youth who participated, most of them in grade 12, had not yet completed their secondary education were not certain of their prospects of being able to further their education beyond grade 12 because they lacked funding and/or had poor academic performances. Other studies have shown that the majority of foster youth either fail to complete their secondary education, drop out of school or never further their education beyond secondary education. These outcomes mirror with the findings of the research which was done by the Department of Social Development.

- ii. Section 176 (2) (a) of the Children's Act states that the placement of foster youth over the age of 18 years may be reviewed if "the current alternative caregiver is willing and able to care for that person." This clause is problematic because the majority of participants indicated that when conflict arises between the foster parent and foster youth, the foster parents sometimes become unwilling to continue with the review. Furthermore, all the social workers said they experienced much distress when unresolvable conflict situations because currently, the Children's Act does not make provision for the foster youth to be transferred to another alternative foster parent once they reach the age of 18 years. Some social workers indicated that they would have to resort to negotiations with the current foster parents to review the foster care placement for the sake of accessing the foster child grant while the child stays with someone else. However, even this arrangement relies heavily on the cooperation of the foster parent to hand over the grant money to the other party. In cases where the foster parent was deceased, the social worker is forced to discharge the child, which left foster youth suddenly without support and grieving the loss of their foster parent all at the same time. Social workers and foster youth also indicated that once the foster child grant is no longer available, foster families start alienating foster youth and making their stay unbearable to a point where the foster youth chooses to seek accommodation elsewhere or foster parents kicking them out.

Unfortunately, this study found that majority of the social workers rendering service to foster youth transitioning out of foster care were not aware of the 69 regulations of the children's Act nor did they understand the concept of independent living services and what it entails. Furthermore, the preparation and support of foster youth, while in care and after care, is not a legal duty which social workers are held accountable for. And since there is no accountability when comes to it, it is an optional duty rather than mandatory, despite the legal duty and accountability that social workers have to ensure that every child in foster care has access to foster child grant. What is clear from the findings is that social workers do not render these independent services and they do not know that it is a legal requirement to do so.

5.1.2 Lack of capacity and training.

This study found that social workers had limited knowledge about the needs and challenges of foster youth experience during and after their transition out of foster care system. They also did not have the expertise to address the problem adequately. From the interviews with social workers, the findings indicated that they had limited understanding of the concept of the developmental approach and concept of independent living services/programs. This means that, even if they were willing to implement its principles within the context of the foster care system (particularly foster youth transition to care), it would prove very challenging, if not impossible, for them to implement to do so.

5.1.3 Lack of essential resources

The findings indicate that social workers have limited resources available to render services, which means that the quality of services that they can provide is highly compromised. The foster care legislative framework does not make provision for funding of transition services for foster youth or training of social worker or social service professionals about young-adult development issues (Osgood *et al.*, 2010). This means that there are no intervention strategies aimed at facilitating successful transition out of the foster care system to adulthood in the two district offices where this research study was conducted. Furthermore, research participants cited lack of critical tools of the trade to deliver services as one of the demotivating factors in practice. These include problems ranging from lack of transport to access their clients to poor maintenance of their computer and printing machines they require to write their report.

5.1.4 Inconsistent, superficial and once off services offering.

The findings confirm that the primary role of government social workers has been reduced to the administration of the foster child grant. This finding is also in line with the concerns raised by Hall and Proudlock (2011) which found that social workers are so preoccupied with performing the administrative function of the foster care system that they fail to render efficient and effective therapeutic and developmental services to children and youth that are really in need of them. Nevertheless, it important to recognise that even though the foster care system does not serve the needs of foster youth transitioning out of foster care to adulthood, it does fulfil the purpose that it set out to achieve.

According to Meadows (2009) systems are designed to achieve a particular focus, and this serves as the underlying reason for their existence, which is also the reason why they are stable and difficult to change. Some social workers who participated in the research indicated that they do attempt to provide informal transitioning services to foster youth when they have time. These services and advice, however, merely point out opportunities for the youth (such as the availability of bursaries) but they seldom inform the youth on ways to access and maximise on these opportunities. Social workers who do render services to transitioning foster youth also do not follow a uniform standard of practice because no such standards exist. This means that there is a difference in the nature and quality of the services that foster youth receive.

Based on the findings, it is evident that the current services rendered to foster youth do not promote their resilience when evaluated against the resilience promoting factors outlined by (Stein 2015) and Newman & Blackburn, 2002). This is based on the following limitations in the services:

- i. The findings indicate that stable placement of foster youth is dependent on them receiving the foster child grant, because once the foster child grant is terminated, their placement with foster parents is compromised. Chiroro *et al* (2009) also highlight that, once the foster child grant

was terminated, some foster youth had to look for alternative accommodation because their relatives either could not support them or were not willing to do so.

- ii. Foster youth have a poor sense of self-worth during their transition out of the foster care system because they are reminded that they do not have a family of their own and therefore have no sense of belonging. In their study, Chiroro *et al.* (2009) found that foster youth battled with similar issues, to a point where some contemplated suicide.
- iii. Social workers put much emphasis on encouraging foster youth to complete their secondary and tertiary education. This is in line with the recommendation by Pecora *et al.*, (2006). However, Sweet *et al.* (2010) argue that this not sufficient if it is not linked to a concrete career path that translates current educational goals into employment opportunities. This study also found that foster youth had limited engagement with the labor marker or institution of higher learning, which is an element that Pecora *et al.* (2006) believes is critical in preparing foster youth to make a successful transition to the labor market. The foster youth's only exposure to institutions of higher learning was through Grade 12 career exhibitions or information they get from their teachers. There were no programs available within the Department of Social Development that social workers used to facilitate engagements between the foster youth and these stakeholders. Furthermore, there is no direct intervention available to assist the foster youth in improving their educational outcomes. This is a major shortcoming because the majority of foster parents are uneducated grandmothers and are unable to help.
- iv. The findings also reveal that the geographical location and poor socio economic background of foster youth served as a disadvantage for promoting their successful transition to adulthood. This is because they have limited exposure to extramural activities, which present opportunities for learning new competencies, develop their maturity and connect with a supportive network. Such opportunities and resources are usually found in urban areas, so foster youth would need to travel far to get access, which is not always possible because of financial constraints for transport fees. This means that foster youth miss out on opportunities for growth because of circumstances that are not necessarily under their control (Pecora *et al.*; 2006).
- v. The findings highlighted that the service rendered by social workers do not make provision for the development of foster youth but focus more on their physical well-being. The impact of lack of preparation for leaving care is considered as one of the major contributions for failure to make a successful transition to adulthood (Lindsey & Ahmed, 1999). This has been discussed at length throughout this study.
- vi. The findings also highlight that foster youth do not have financial support after they leave care. This is because their foster parents did not (or could not) save and because the foster parents did not have the means to support them after care owing to their own poor socioeconomic circumstances. Because of this, a lot of the foster youth who were interviewed were more concerned with securing employment than they were to further their education.

Chiroro *et al* (2009) also found that due financial constraints, the majority foster of youth that exit the foster care system were unable to complete their secondary education or further their studies. They were subsequently forced to settle for unstable and low -paying jobs to sustain themselves. Therefore, the idea of foster youth seeking to find employment rather than further their education still leaves them in a disadvantaged position

5.1.5 Purpose of foster care system.

The findings of this research study indicate that the purpose of foster care system is to secure long-term placement of orphans (under the age of 21 years) with their relatives or extended family members through the provision of foster child grant as financial aid to those families. This purpose is not in line with the purpose articulated in section 186 of Children's Act.

5.1.5.1 Outcomes of the foster youth transition to adulthood.

This research study found that foster youth transitioning out of the foster care system to adulthood were likely to have the following outcomes. The foster youth were likely to face rejection from their foster family, drop out of school, not further their studies, be unemployed, cohabitate and being a parent at a young age. These outcomes are similar to those found by Stein and Munro (2008), Courtney *et al.*, (2001) and Courtney & Dworsky (2006).

Therefore, based on the outcomes of the foster youth, this study found that the current foster care system does not facilitate nor support foster youth to make a successful transition to adulthood. This is reflected by the absence of service that is aimed at facilitating and supporting foster youth to make a successful transition to adulthood. Also, the foster youth who participated in this study also demonstrated the desperate need for these services and social workers who work with this population group also acknowledged and recognised the need for such service.

Since the challenges and outcomes of foster youth (see Table (p.95) have been identified, the challenge for this study was to utilise the social entrepreneurship framework as described by Osberg and Martin (2015) to provide a transitional developmental service that facilitates and promote the successful transition to adulthood of foster youth to making a transition to adulthood. The following section outline the application of the four stages of social entrepreneurship.

5.2 Stage 1: Understanding the world

Understanding the world involves exploring “How the system works. Asking “Why is it the way it is?” and “Why does it continue to persist regardless of unpleasant outcomes?” The researcher applied this principle in two ways:

- i. Through exploring the local and international literature in the field of foster care with a particular context of the transition of foster youth to adulthood. This exercise broadened the researcher's perspective by introducing her to a new way of thinking about the problem that

she wanted to solve. It also assisted her in viewing the issue more systematically as opposed to her first linear way of thinking that is solely based on her experiences as a social worker and being part of a foster family.

- ii. The researcher also conducted in-depth interviews and focus groups with both social workers and foster youth transitioning out of foster care to listen to their stories and gain a deeper understanding of their experiences in the foster care system with particular to the transition of foster youth to adulthood. The primary actors in the systems, which in the study as social workers and foster youth. This included the participant's general experience of the foster care system, and more specifically experiences argue either being the service provider or beneficiary of services target at facilitating and promoting a successful transition to adulthood of foster youth. However, it is important to note that social workers and foster youth are not the only actors. It just means that, for the purpose of this research, these were the actors that were easily accessible for the researcher to engage with. However, since these two actors are at the centre of the foster care system, through their experience, the researcher could gather insight on how other actors who were not participants in this study influenced their experience.

After applying the above, the researcher could balance the three tensions involved in the process of understanding the problem that she wants to solve. For instance, below the researcher explains how the managing the balance between abhorring and appreciation manifested in this research process.

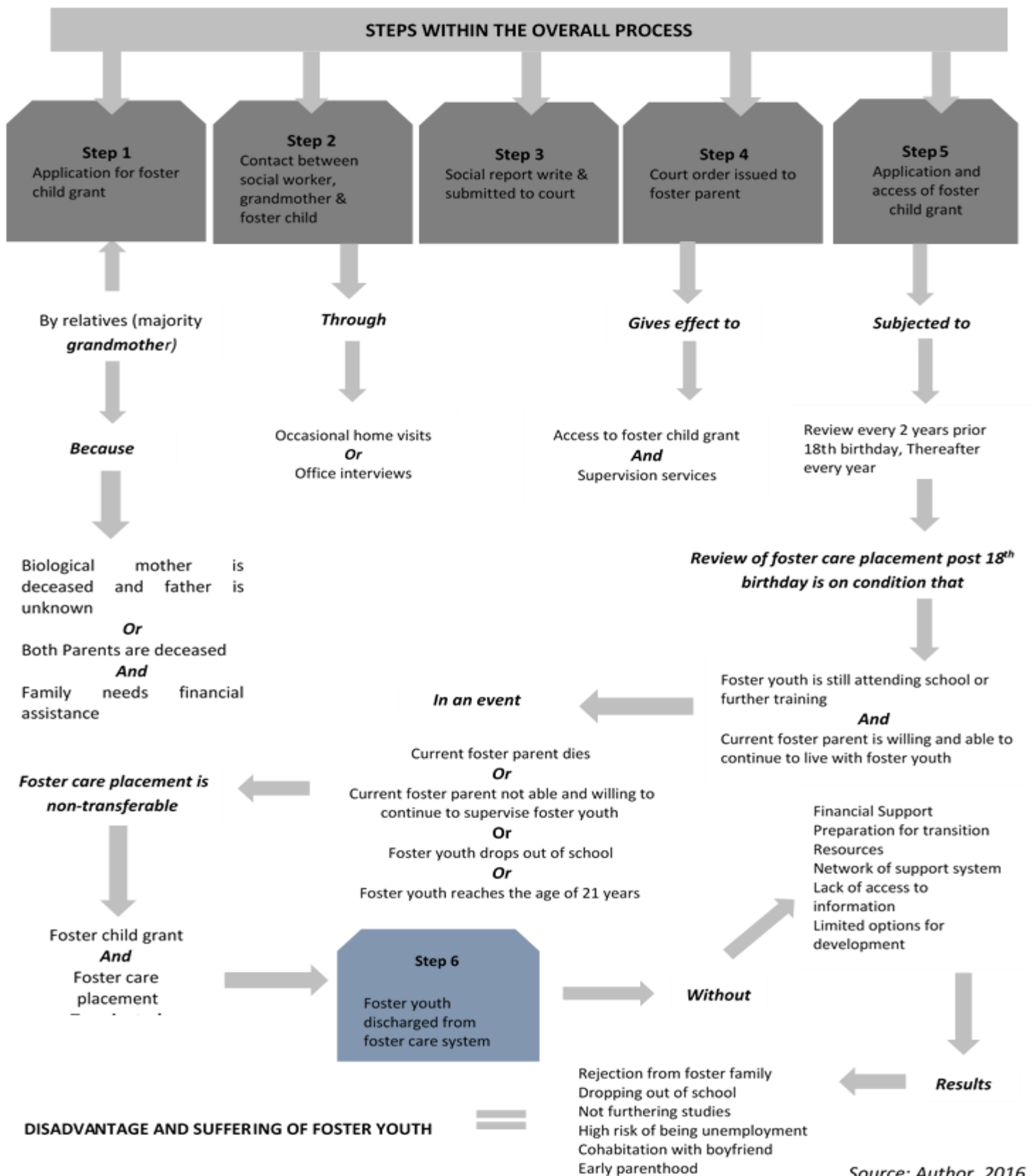
5.2.1 Balance of abhorring and appreciating.

Managing the tension between abhorring while also appreciating the *status quo*, required the researcher to keep an open mind going into the research inquiry process. This is especially so because this research study emerged from her personal experience as a social worker working with foster youth transitioning out of foster care, which she found to be a very frustrating and sometimes painful experience. The researcher had to witness foster youth exiting the foster care system year after year without any viable means of support for further development or to sustain themselves. She felt helpless in the situation because there was very little she could do to assist them at that point in their lives. Even though the researcher understood the processes of the foster care system, she never fully understood all the dynamics that led to the system going this way and remaining in this condition. Abhorring the current *status quo* alone did not lead to any significant changes in how things were.

Therefore, the idea of having to appreciate the current *status quo* by seeking to understand the dynamics that were holding it together was a very enlightening moment for the researcher. It enabled her to broaden her perspective about the problem beyond just her own personal experiences to that of other systems actors which she never considered prior to this research process. Furthermore, it led her to be able to identify the forces, the factors, the incentives and disincentives that maintained the *status quo* Figure 19 on page 102 illustrates the summary of the foster care process as described by the research participants.

SUMMARY FOSTER CARE PROCESS

STEPS WITHIN THE OVERALL PROCESS



Source: Author, 2016

Figure 19: Summary of foster care system

The foster care system is a complex system that involves multiple stakeholders to fulfil its purpose. Meadow (2009) says that, in order to understand the purpose of the system purpose, one needs to pay close attention to how the system behaves. With this insight in mind, the researcher listened to the stories of the research participants, paying attention to the interaction of all the variables in systems and how it influenced each other. From those stories, the researcher could pick up consistent patterns of the manner in which the foster care system operated, the actors involved as well as the outcomes. The following findings were found with reference to the manner in which the foster care process unfolded.

Based on the summary (See Table on p. 103) it is clear that the foster care system is established and maintained by definable system actors. These actors include government, orphans (who end up in foster care), relatives of orphans (who end up being foster parents), social workers, the justice system, the South African Social Security Agency and the education system. The role and influence of each system's actor in the system are described more in detail below.

- **Forces that maintain current status quo.**

(1) **Government.** As explained in chapter 2, the government is confronted with the crisis of an overwhelming increase of children who are orphaned due to the HIV/AIDS epidemic. To address the challenge of providing stable and long-term alternative care, it enacted legislative and policy frameworks that broadened the scope of the foster care system to include orphan children. By doing this, it re-purposed a system that was initially designed to provide financial support for children that were temporarily removed from their families and placed in foster care for protection in instances of abuse or neglect. This shift in purpose resulted in the significant demand for foster care services, which far surpasses the capacity deliver the service efficiently and effectively.

In the political and economic context of South Africa, the government is under pressure to eradicate poverty and inequality and such intervention strategies are being justified, even though it is not sustainable in the long run.

(2) **Relatives.** Secondly, many relatives who apply for foster care placement of orphans come from a poor socio-economic background. This means that they were often living in poverty and unemployed, lacking the financial means to provide for the basic needs of the orphan. It is for this reason that the offering of the foster child grant serves as an attractive value proposition for them. For them, it is guaranteed and regular monthly income. The impact went far beyond just providing for the basic needs of the orphan but also of the entire household. This was indicated by other research studies Chiroro *et al.* (2009) that found that in most households the foster care grant or child support grant was the only source of income in the household. Furthermore, the findings of this study found that majority of foster care placements were with grandmothers who were either the recipients of the old age grant or unemployed.

(3) *Orphans*. Finally, the foster child grant plays a pivotal role in sustaining the households where orphans live and is one of the primary reasons that hundreds of thousands of relatives will approach the offices of social workers. Unfortunately, the foster care system, like other welfare systems, has been prone to fraud and misuse by the public. The most cited examples by participants were that grandmothers would deliberately lie about the whereabouts of the biological parents (usually the father) of children or deny them access to their children in order to access the foster child grant rather than child support grant.

Furthermore, research participants indicated that some foster parent viewed foster child grant as the source of their personal income and did not use it to provide for the needs of the foster child or youth. The legislative and policy framework, the desperation of relatives who live in poverty, the rising numbers of orphans in the country and political pressure to eradicate poverty are all forces that work together to keep the foster care system operating in perfect balance. The implication of this is that the purpose that is achieved by the foster care system is not necessarily the one any of people within or outside want to achieve (Stroh, 2015).

According to Meadows (2009) people often produce the results in the system that they do not want, out of rational response to the constraints and the incentives and the punishments that the system puts on them. In this context, the undesirable outcome achieved by the foster care system is the failure to provide a service that prepares and supports foster youth to make a successful transition to adulthood. It would be foolish though to blame systems actor for this situation because the manner in which they take action or their behaviour within the system is influenced by systems rules, constraints and incentives put to them (Stroh, 2015 and Meadows, 2009).

Based on the findings of this study, it is clear to see that it is not the intention of the social workers to discharge foster youth out of foster care system without proper preparation and planning for their future as young adults. It is also evident from the findings that social workers and foster youth have accepted the status quo because the work that they do is dictated by the policies resources and pressures that exist within the system.

5.3 Stage 2: Envisioning a new future

The literature review chapter provided various contexts in which social entrepreneurs were the key drivers of social transformation, by disrupting stable but unpleasant social system and transformed them to completely new and superior equilibrium rather than making an incremental improvement or ameliorate the impact it has on that target population group.

The existing equilibrium of the foster care system should be seen as an opportunity rather than an unsolvable problem that challenges us to think differently about how we can deliver better services to the targeted population. There is very little focus on what happens to the orphans who grow up under the safety net of the foster care when they exit the foster care system as young adults, especially in the

context of the social security system that does not make provision for youth and people who are able and willing to work, but locked out of the economy. This population group has no social protection (National Planning Commission, 2012).

The current model of the foster care system seems to assume that the circumstances that led to the vulnerable orphan being placed in foster care in the first place are somehow mysteriously resolved by the time they exit the foster care system at the age of 21 years. This study found evidence that this is was not the true and some foster youth were worse off because they are suddenly expected to be self-sufficient and productive citizens, because they do not have the financial resources, supportive network, information and opportunities for self-development. Without these basic support structures it is impossible to make a successful transition and Chiroro *et al.* (2009) as well as Mamelani Non-Profit Organisation (2012) corroborate this.

Although the foster care system might have started off as a good system, in reality, it has become a system that inadvertently maintains the cycle of poverty. The finding of this research indicates that the current foster care system fails to bring about sustainable change in the lives of orphans (with specific reference to youth in transition) because its approach has three fundamental shortcomings which have been dealt with at length.

5.3.1 Shifting the dynamics of the current status quo.

There is no need to invent new theory to shift the current equilibrium since theories on how to promote and facilitate a transition to adulthood of vulnerable populations like the foster youth is already available. There is already a wealth of knowledge available for use - the challenge is just to implement the principles of these theories in order to achieve the results we seek. For instance, for the purpose of this study, the resilience framework was explored as a theoretical framework that could be applied within the context where this research took place.

The resilience framework is an evidence-based theoretical framework, it is not new, so how can it be utilised to promote and facilitate a successful transition to adulthood of foster youth? This involved thinking more deeply about, how do create an environment that enables foster youth:

- To redesign their future prospects
- To connect with a strong network of support, prior; during and post leaving care
- To have access to resources and information they need to build, develop their capabilities and
- To be linked with to extramural activities that stimulates their learning and critical thinking.

Developing a clear vision that makes it easy for the various actors to conceptualise what the new equilibrium ought to look like so they can keep their optimism high and their aspiration high and be able to measure the impact of the change.

5.3.2 Envision future through FYDP model of change.

It is the vision of this research study to ensure that, upon exit of the foster care system, youth are engaged in activities that are geared towards their successful transition. In order to achieve this, the researcher proposes the introduction of a model of change that she simply terms the “Foster Youth Development Program” (FYDP):

5.3.2.1 FYDP Target market.

The FYDP provides developmental transitional services to foster youth between the ages of 16 - 25 years, who are typically from poor socio economic backgrounds. Particularly, those who live in under-resourced areas such as former homelands, townships and rural areas who are at high risk of being locked out of the economy and as a result end up being trapped in poverty for a lifetime.

5.3.2.2 Purpose of FYDP.

To break the cycle of poverty of foster youth transition out of foster care system to adulthood, by promoting their resilience, providing access to financial services and igniting and nurturing their potential.

The purpose of a system is considered a high leverage point because if the goal is to break the cycle of poverty of foster youth transitioning to adulthood, then all the elements within the system will be “twisted to conform to that goal” (Meadows, 2009; p. 140). According to Meadows (2009) the purpose of the system serves as “direction-setter of the system, the definer of discrepancies that require action, the indicator of compliance, failure, or success toward which balancing feedback loops work” (Meadows, 2009; p. 140). In this regard breaking the cycle of poverty of every foster youth that exit the foster care system should be considered as an indicator for success.

Therefore, the focus and efforts of everyone involved, including how resources are allocated and utilised should be aligned to achieve this outcome. So for FYDP to consider itself to have successful in its work, the following indicators for successful transition to adulthood needs to be meet;-

5.3.3 FYDP Indicators of success.

It can be said that a foster youth has successfully transitioned to adulthood if the following criteria have been met:

- The foster youth is connected a network of supportive relationships and resources that last a lifetime.
- The foster youth has a sustainable source of income that covers all his basic needs and his dependents.
- The foster youth is able to easily save 10% of his total earning per year.
- The foster youth is productive citizen that contributes positively to the economy.
- The foster youth is engaged in continuous development of self and others.

5.3.4 Conditions required for FYDP model of change to work.

In order for the FYDP model of change to have impact, the following conditions about the program must be present from the onset:

i. ***Technically viable***

This means that the program must be easy to implement and achieve results taking into context of the geographical location it. This involves being able to operate in poor socio-economic communities, with limited access to professional services and institution, and highly under resourced communities.

ii. ***Financially viable***

This means that the model will be designed in such a way that the costs involved decreases.

iii. ***Bring in new actors into the system***

This means establishing collaborations, networks and strategic partnerships in order to leverage assets and resources that other actors could bring to the table to drive transformational change at scale. For instance, given the fact that FYDP is in a start-up phase, to build its capacity it does not need to create a huge organisation or hire a lot of people or buy a lot of resources. It can achieve more by establishing strategic partnerships with existing organisations and leveraging their resources, capabilities and technologies by re-purposing and organising in such a way that they optimise the achievement of FYDP mission

Furthermore, partnering with organisations that have been working in the space of facilitating and promoting a successful transition to adulthood internationally, for instance, Jim Casey Foundation to learn from their models and share resources. So essentially, FYDP is not inventing a new way of doing things, it is just re-purposing existing resources and organising them to achieve its mission.

5.4 Research question 2 answered

Question 2: How can social entrepreneurship be used to develop a feasible solution for foster youth to make a successful transition to adulthood?

As indicated in chapter 2, the model for change transcends the organisation and its business model. As a result, this research study set out to develop a model for change that could be easy to scale. It is not intended to establish a huge organisation with a fancy business model. The model for change was therefore centred around the following key factors in order achieve the desired equilibrium change within the foster care system services to foster youth transitioning to adulthood.

5.4.1 Leverage resources to their highest best and best use.

One way of achieving this is to leverage the one positive resource that all foster youth have – the foster child grant. The idea is to re-purpose the foster child grant and channelling a portion of it into a

FYDA (Foster Youth Development Account) collective savings pool. (*See FYDA business canvas on Appendix A*)

The purpose of the FYDA is for foster youth to acquire savings, which they can utilise to build on their capabilities once they exit the foster care system. The findings identified the lack of financial resources as one of the key barriers that they have when they transition to adulthood because foster parents are either unable or unwilling to save some money for foster youth.

The establishment of FYDA will resolve this problem by advocating that 15 percent of the total amount of foster child grant to be automatically collected, on specified monthly dates, from each child who is placed in foster care and deposited directly into the collective savings pool account for as long as the child remains in foster care.

Based on statistics of the financial year for 2010/2011 provided by Hall and Proudlock (2011), the number of children in foster care system was 520 000 and the number of foster child grants that lapsed due to age was 136 000. For the purpose of study let's assume that none these cases were renewed and that the number remained unchanged. Using these numbers, a quick calculation will illustrate how much can potentially be saved in the FYDA collective pool:

$$15\% \text{ of } (R800 \times 12 \times 520\,000) = R\,748\,800\,000$$

This would mean that R 748 800 000 would be collected in one year in the collective savings pool. This would make at least R 5 000.00 available for use by every foster child that exit the foster care system that particular year. This is a significant amount given the fact that they have nothing available to them. These funds could be even more by taking some lessons from the Korean assets based model and establishing strategic partnerships with organisations whose assets could be leveraged to make the FYDA sustainable. For instance, FYDA could establish a strategic partnership with the following actors:

i. Government

According to Vicky Colbert, one of the most successful social entrepreneurs, working with government enables one to have a big impact and large-scale coverage. This is critical to the FYDA model because it needs to reach over half million orphans who are beneficiaries of the foster child grant. Given the massive influence and resources that Government has, it could be considered as a great partner because for instance it could instrumental in passing a law that makes it compulsory for foster youth to save 15 percent of their foster child grant.

Furthermore, the government could enact laws that make it mandatory for all the youth development programs in government and private sector to give foster youth transitioning to adulthood preference. This would enable foster youth to access current youth development programs such as bursary and

scholarships, internships, skills development programmes and entrepreneurship programs.

ii. Civil society and private public-partnerships

This will be to ensure the quality and sustainability of the FYDA model for change. This is important because these actors have a key role to play in poverty eradication in South Africa. Most importantly, these actors can play a pivotal role in advocating for the FYDA model of change which will bring more resources to it. The private sector could be instrumental in raising funds accumulated by FYDA, by matching the saving made by foster youth annually which will translate the amount rising by double.

In South Africa the private sector would probably be in a better position to match the savings that have been accumulated by foster youth through FYDA, because the South African government spends a lot of money on social security for the poor and it would not be sustainable provide the matching savings amount. Also, the private sector is required to spend to give back to the community through their corporate social responsibility (CSI) programs. If every company in South Africa was required to contribute at least five percent of its total CSI budget to FYDA, this would result in unimaginable financial resources being pooled together to assist this population group to overcome the financial barriers during their transition to adulthood.

FYDAP could also benefit from forging partnership with other civil society organisation and celebrities that are passionate about breaking the cycle of poverty among vulnerable youth. These partnerships will be instrumental in advocating for the FYDA which will enable it to attract more resources to achieve its purpose. Leveraging assets and resources from multiple actors who are currently not part of the existing system could potentially be the catalyst needed in order for the country as a collective to be mobilised in a systematic way through the FYDP model of change. This will ensure the breaking of the generational cycle of poverty that foster youth are currently battling to break free from.

The money accumulated in the FYDA savings pool will be available to the foster youth who are exiting the foster care system, for that particular year, to provide them with much needed financial support for their development and capacity building. Funds can be utilised to assist foster youth on a short-term and long-term basis as outline in Table 7 below.

Table 7: Short-term and long assistance

<i>Short- term financial assistance</i>	<i>Medium and longer term financial assistance</i>
Access to financial assistance for application and registration fees	Funding further education and training
Opening a bank account	Loans to help them set up a home,
Transportation fees	Deposit buy a car
	Start-up capital to a business

The researcher is aware that setting up such a fund would require the level of resources that are beyond the capacity of FYDAP. Therefore, it is essential to think beyond that and look to current players in the financial industry who already have the capacity and resources to put this type of account together. For example, if banks get involved in the creation of this type of product for foster youth, they would then benefit by securing these foster youth as clients in the future.

Given the fact that the foster youth will be economically active and productive citizens they would be assets to the bank because they could use their services for a lifetime. So suddenly, instead of foster youth being a liability to the government and society, they would be citizens that add value to society, both economically and socially. (The economic value would be derived from their contribution as productive and active citizens in society and social value will be derived from cost they save the government by not being dependent on welfare to take care of themselves or their families.)

Beyond the financial incentives, the private sector could play a pivotal role in providing foster youth with opportunities to engage with the labour market. This could be instrumental during the preparation phase, where the foster youth get the opportunities to engage with employers and recruiters in order to raise their awareness of the expectations and demands of the competitive labour market. Then during the transition phase, the labour market could provide foster youth with a platform to gain experience in their companies through on the job training or mentorship programs.

Then after they exit the foster care system, foster youth could benefit from the labour market by getting support in terms of receiving training or being supported to acquire a formal education with the assurance of securing employment in the company once they complete their studies. This will address the missing link between the labour market and foster youth, indicated as one of the barriers for foster youth to make a successful transition to adulthood.

5.4.2 Points of intervention: Information flow.

Information flow can be utilised as a high leverage point in the information structure of the system (Meadows, 2009). It is regarded as one of the most powerful leverage points. She believes that the most common causes of a system malfunction are derived from missing information flows. Therefore, it is important that missing feedback is restored to the right place and in compelling form. This means

creating a new loop, delivering feedback to a place where it wasn't going before (Meadows, 2009).

This study found, for example, that social workers do not have information about the developmental transitional services that strengthen the foster youth resilience and promote their successful transition to adulthood. In this instance, lack of information serves as a barrier that makes it impossible for social workers to take concrete action to effectively address the needs and challenges of foster youth transitioning to adulthood. This barrier can be resolved by raising the awareness of social workers around this issue and by equipping them with the necessary knowledge and skills needed to act an effective way.

There are four generic leverage point, which involves “increasing people’s awareness of their often non-obvious interdependencies, rewiring key cause-effect relationship, shifting underlying belief and assumptions and aligning beliefs and assumptions; and aligning the chosen purpose with updated goals, metrics, incentives, authority structures and funding streams cause– effect” (Stroh, 2015; p. 360).

The important thing here then is to broaden the perspective of social workers in terms of their roles and the role of other actors such as foster parents, teachers, institutions of higher learning and private sector. Collectively and through their actions and efforts, they can assist the foster youth to make a successful transition to adulthood. Currently, the social workers may feel that it is their job, so they need to be empowered to tap into other actor’s resources and expertise to get this job done. Furthermore, it is also important to sensitise social workers on the impact of lack of early intervention when it comes to foster youth transitioning to adulthood.

What is important is to bring to the forefront the power of early preparation and planning before they exit the foster care system. Then the importance of solid support systems and access to resources and information during and after they exit the foster care system. This type of information will empower social workers to start thinking more deeply about the role they need to play and how they can influence change where they are and with what they have.

Once empowered with information, the social workers can begin to set goals that are aligned to facilitating and supporting foster youth to make a successful transition to adulthood, instead of just focusing on addressing their immediate needs.

The need to raise awareness about the needs of foster youth transitioning to adulthood is not only limited to social workers. FYDP in this instance will be instrumental in raising awareness by ensuring dissemination of information about the needs and challenges and international trends in the field of youth in transition. The dissemination of information will not be limited to just social service

professionals and policymakers working in the field of vulnerable population groups like foster youth, but also other new actors that FYDP would need to pull into in order to create the new equilibrium change at large scale. However, on a small scale, this can be done through hosting conferences and seminars.

On the grassroots level, it can be done by facilitating dialogue between foster youth and these professionals as well as other actors and also assisting foster youth to tell their stories and use the technology as a platform to share those stories and dialogue. But to get this done on a large scale, FYDP would need to establish collaborations, networks and partnerships. This is how social entrepreneurs drive transformation change at scale - developing partnerships that leverage the highest use of strategic partnership such as time, talents and meaningful relationship (key to building a good network).

Therefore to ensure that all the system actors understand the importance of the concept of developmental transitional service for foster youth transitioning to adulthood, there is a lot of work that needs to going to content generation, using powerful stories to foster youth and their journey to adulthood. A few other new actors that can be strategic partners and who could play a critical role in the dissemination of information include:

i. Academic partnerships

Given the lack of research studies available on foster youth transition issues in general within the South African context, partnering with organisations like the Transitions to Adulthood for Young People Leaving Public Care International Group, which promotes collaboration between researcher and practitioners in over 16 countries among them Australia, Canada; France; Germany; Hungary; Ireland; Israel; Jordan; The Netherlands; Norway; Romania; Spain; Sweden; Switzerland; United Kingdom and United States. This will serve as a platform to learn from other countries' legal frameworks and administrative structures and also how to use secondary data to understand the experience of care leavers.

Partnerships with institutions of higher learning could serve as a reciprocal relationship, where institutions of higher learning will be able to give their students an opportunity to conduct first-hand research studies on issues concerning care leavers in South Africa. Furthermore, students will have an opportunity to work on research projects within a multidisciplinary setting in order to provide recommendations that are holistic in nature, could improve the viability and sustainability of the FYDP model for change. Most importantly, FYDP will be able to make use of the existing infrastructure and resource that universities already have at their disposal.

Beyond research, the institutions of higher learning can play a pivotal role in ensuring that foster youth

have easy access to opportunities of furthering their education and training. By, for instance, providing foster youth with subsidised rates for application and registration fees and bursaries. Furthermore, they can be even more instrumental during the preparation phase, by providing courses that raise the awareness of foster youth of the expectations and demands of the higher institution environment. Something that foster youth are not necessarily prepared for while in secondary school level.

ii. Content generators and media partners.

This will enable the powerful stories of the foster youth to be disseminated on a large-scale but to also start a conversation in society. It will present a picture of orphans and foster youth beyond that of vulnerable children and more as valuable assets for the country. Partnering with artists who do community theatre can also drive the message and facilitate dialogue at the grassroots level. The whole purpose behind information flow is that it not only raises awareness about the complexity of facilitating and promoting a successful transition to adulthood of foster youth, but it also has the power to influence behavioural change in the long term.

5.4.3 Facilitate inter-sectorial collaborations between social service providers and social advocate.

FYDP is not looking to get into the field and do what is already being done by other players. It is out to leverage strengths and resources of those players and channel them to the target population in order to achieve maximum impact. Therefore, it focuses more on coordination and referral role, where the aim is to get various role players to start working together in order to bring about systematic change in order to maximum the impact of scarce resources. In doing so, their services will start to complement one another instead of working in isolation.

Essentially, getting to a point where the network between various players is so strong that one day it can end up being a sector that works in a synchronised manner to facilitate and promote a successful transition to adulthood not only for foster youth but foster youth all the young people. This will promote the development of a synchronised referral system across multiple development services available to facilitate successful transition to adulthood. Especially, with social service providers who are currently established and have sound knowledge of building capacities of young people.

This can potentially manifest into a sector that is primarily focused on facilitating and supporting foster youth to make a successful transition to adulthood. It will also facilitate the development of working relationships with other stakeholders (internally and externally) in order to ensure that foster youth transitioning out of foster care are automatically connected to various youth development programs immediately when they exit the foster care system

6 CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion- Research question 1

What are the barriers and challenges of implementing developmental transitional services to youth transitioning out of foster care to adulthood?

This research study has come to the conclusion that the current model of the foster care system is not designed to facilitate the successful transition of foster youth to adulthood. This is because the current forces that hold the foster care system in place do not create an enabling environment for developmental transitional service to be developed and implemented to change the life trajectory of foster youth transitioning out of foster care system to adulthood. The following factors act as barrier to the implementation of developmental transitional services that facilitate successful transition to adulthood

6.1.1 Limitation of the legislative framework.

The legislative and policy framework is not favourable to the needs and challenges of foster youth transitioning to adulthood in three ways. It imposes eligibility requirements that exclude foster youth from being able to access service they need to build their capabilities as young adults. The Children's Act (38 of 2005) is the leading piece of legislation regulating foster care placements in South Africa. The Act sets out (unintended) burdensome requirements for the placement of foster youth over the age of 18 years. The requirements, as listed in section 176, are:

- The foster care placement can only be reviewed until the age of 21 years old.
- Foster care placement of foster youth will be reviewed at age 18 to allow the foster youth to complete their grade 12, higher education, further education and training.
- The placement of foster youth over the age of 18 years may be reviewed if “the current alternative caregiver is willing and able to care for that person”.

Secondly, it is not investing in the development and implementation of developmental transitional service. This is evident by the lack of financial resources allocated for this purpose and also by a lack of funding allocated for training of social service providers working with foster youth to build their capabilities to be able to respond effectively to the needs and challenges of this population group.

Thirdly the lack of legislation that makes provision of developmental transitional service mandatory. This results in lack of priority to make provision of such services to youth transitioning out of the foster care system.

6.1.2 Purpose of the foster care system is not aimed towards development.

The purpose of the foster care system is to maintain orphans not to develop them. The foster care system was not designed to facilitate the successful transition to adulthood of youth in foster care. The Act states that its purpose is to “protect and nurture children by providing a safe, healthy environment

with positive support; promote the goals of permanency planning, first towards family reunification, or by connecting children to other safe and nurturing family relationships intended to last a lifetime; and respect the individual and family by demonstrating a respect for cultural, ethnic and community diversity”.

However, in reality, the main purpose of the foster care system seems to be to provide financial assistance to impoverished family member who is looking after orphans (Hall *et al.*, 2012). The grant was initially intended as financial support for children removed from their families and placed in foster care for protection in situations of abuse or neglect. However, it is increasingly used to provide financial support to caregivers of children who have lost their biological parents because of the AIDS pandemic” (Hall *et al.*, 2012; p. 89).

The purpose of the foster care system is focused on immediate and short relief of poverty rather than a long term developmental goals. Its offering is specifically aimed at providing financial aid which provides for their basic needs as children and does not make provision for them as young adults. As a result there is little effort made within the foster care system to build on the capacities of this population group.

6.1.3 Limited financial resources.

This study has shown that the bulk of the South African social welfare budget is spent on social security (i.e. various grants) and very little is spent on rendering social welfare services. In the White Paper of 1997, social welfare services are referred to as prevention and protection services.

6.1.4 Lack of training and expertise of social service providers.

Research studies conducted among social workers working in non-governmental organisations indicate that social workers do not fully understand the concept of developmental social work and how to implement it in within their work - especially in foster care and with specific to reference to relationship between the social and economic aspects of the approach (Patel & Höchfield, 2012).

6.1.5 Lack of coordination of services.

According to Fitzgerald, McLennon and Munslow (1997), the implementation of the developmental approach focused on the social development of the people requires vertical (well-planned cooperation between different levels of government) and horizontal (well-planned cooperation between different areas of government and between different government departments) coordination. When it comes to coordination of services in public policy, Osgood *et al.*, (2009) identify two issues: service providers work independently and almost in isolation from each other, as well as the fact that children and adult serving systems work in isolation.

In the absence of systematic intervention to shift the current dynamics, which involves the current

systems rules, lack of capacity and training, lack of basic resource and inconsistent, superficial and once off service offerings will continue to persist. As a result, the actors of the foster care system will continue to produce a relatively stable equilibrium that is unpleasant and unproductive to the foster youth making a transition out of foster care.

6.2 Research question 2 Conclusion

How can social entrepreneurship be used to develop a feasible solution for foster youth to make a successful transition to adulthood?

This research study concludes that social entrepreneurship framework can be utilised to provide a developmental service that facilitates the successful transition of foster youth to adulthood. This is achieved through

- i. Leveraging the existing resources within the foster care system and bringing in new actors through the establishment of strategic partnerships that brings contributes different assets that are beyond direct investment into the ecosystem.
- ii. by making use of existing theoretical framework (promote resilience) that have been proven to work in strengthening and facilitate the successful transition of foster youth to adulthood.

The application of the social entrepreneurship principles to be able to conceptualise a new equilibrium and develop a model for change for FYDP shows that given enough time and practice, real transformation can take place over time within the foster care system.

6.3 Recommendations

These recommendations aim to ensure that, upon exit of the foster care system, youth are engaged in activities that are geared towards their successful transition. The recommendations from this study are:

Advocating for legislation and policies that promote the provision of independent living services.

In this respect emphasis should be put on measures that hold the government, foster parents and social workers accountable for foster youth who do not receive services. This will ensure that requirements and regulations within the policy framework can be enforced rather than being treated as optional.

In order to ensure that the legislative and policy framework of needs and challenges of foster youth transitioning out of foster care are relevant and appropriate, there should be intensive consultation with youth in foster care themselves. This can manifest in the form of an Act for independent living programs for youth exiting care in South Africa.

Advocating for the introduction of compulsory training programs on youth current policies that inform social work practice. This speaks to addressing the knowledge and capacity gap between the legislative and policy framework (foster youth in transition needs and challenges) that exist amongst social workers practising in government. It is recommended that such training should be incorporated

as part of the social workers' continuous development to help understand these concepts and enable them to translate it into their daily practice.

Furthermore, more emphasis should be placed on the assessment of the impact that the overall foster care program has on improving the quality of life of children and preparing them to be self-reliant young adults in society once they exit the foster care system. This could also be used to inform policy makers

Enact a policy framework that diversify the use of foster child grant. This involves passing laws that makes it mandatory for every foster child to save at least 15 percent of their foster child grant monthly until they reach the age of 21 years, which can serve as a financial resource which they can use to support themselves during their transition from school to higher education or employment or self-employment (entrepreneur).

Facilitate inter-sectorial collaborations between various role players involved in the foster youth development. There should be a focus on assisting various role players to start working together in order to bring about systematic change in order to maximum the impact of scarce resources. This will promote the development of a synchronised referral system across multiple development services available to facilitate successful transition to adulthood. This can potentially manifest into a sector that is primarily focused on facilitating and supporting foster youth to make a successful transition to adulthood.

Furthermore, it will also facilitate the development of working relationships with other stakeholders (internally and externally) in order to ensure that foster youth transitioning out of foster care are automatically connected to various youth development programs immediately when they exit the foster care system. It will develop partnerships with the labour market, higher institutions and civil society to get involve in the programs that promote and facilitate a successful transition to work by giving foster youth opportunities to gain work experience, mentoring and develop their soft skills.

Conducting research studies that will focus on the transition of foster care youth to independent living and/or adulthood in South Africa. This will entail that FYDP forms partnerships with universities that will provide support and resources for conducting research studies. It can also serve as a platform for the Department to engage with policy makers and other stakeholders to work together on creating programs and services that will be accessible to foster youth for an efficient transition to adulthood. This will ensure that development of comprehensive programs and services that address the economic and educational needs of youth transitioning out of foster care are researched based.

For the purpose of providing holistic and systematic services to youth transitioning out of foster care, programs and services should also encompass health, life skills and housing needs of foster youth

(even though this was not the focus of this research).

Put in place mechanisms that effectively respond to the educational and economic needs of foster youth. By facilitating and promoting better outcomes by creating platforms for foster care youth to develop sound knowledge, attitude and skills to seek employment opportunities and secure stable employment. Moreover, a program that enables them to build sustainable career paths while in foster care system.

Utilise technology a platform for learning and creation and maintenance of network. The development and launch of a website that would serve as the platform for foster care youth to access information, resources and opportunities that will help them in their transition to independence/adulthood.

The website can also be utilised to access free MOOC and running online mentoring programs. Most importantly the internet can be a powerful source to bridging the knowledge economy gap in the communities with people who come from poor socio economic backgrounds.

6.4 Recommendations for future research

- Conducting a similar research study to test the feasibility of the FYDP model for change as well as FYDA.
- Conduct an evaluation study that test social entrepreneurship approach by doing an intervention researching the results before and after the intervention.
- Conduct a similar study in other emerging countries to understand their challenges and the approaches they have utilised to address them.
- It is recommend that similar research study could be conducted and using a larger sample size and utilising a quantitative research method. Possibly including more geographical areas in the Free State or perhaps within the urban areas.

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APPENDIX A: FYDA Business Model

FYDA BUSINESS MODEL

<u>KEY ACTIVITIES</u> <ul style="list-style-type: none"> • Motivational workshops and seminars • Experimental learning activities • Financial Services 	<u>VALUE PROPOSITION</u> <ul style="list-style-type: none"> • To groom young into being productive and economically self-sustainable adults in our community. • Through a long lasting network of purposeful engagements and technology • Empower youth to reach their potential by activating their motivation, desire to learn and strengthening their resilience • Access to financial services to education, social/private business 	<u>CUSTOMER RELATIONSHIP</u> <p>Personal relationship Commitment and Mutual trust Weekly meetings Monthly reports</p>	<u>CUSTOMER SEGMENT</u> <p>Young people between the age of 14 years to 25 years</p>
<u>KEY RESOURCES</u> <p>Capital Technology Partnerships Commitment and trust</p>		<u>CHANNELS</u> <p>Local branches Technology</p>	
<u>COST STRUCTURE</u> <p>Training Salaries Technology capacity</p>		<u>REVENUE STREAMS</u> <p>Membership fees Entrance fees Monthly savings Interest earned on savings Equity on launched businesses</p>	

APPENDIX B: Personal Narrative

PERSONAL NARRATIVE

This research study is based on my observations and experiences as a social worker of the Free State Department of Social Development for more than five years, working with case management of foster care. Throughout my experience as a social worker, I have discharged hundreds of children, between the ages of 18 and 21 years, from foster care without them having any concrete plan or support system. This has always hit me hard emotionally, as I could identify with a time during my own life when I was in a similar position. Reflecting on the life changing events during my transition to adulthood, I am convinced that my life would have turned out differently if it had been for the support systems in my life. I knew that the likelihood of these children making it on their own is slim and that they need to have support.

My parents separated when I was 15 years old. Because my mother was not earning much, I had to stay with my father and lived with him until his passing in 2003. During this time, my father supported me financially as well as emotionally, teaching me important values and principles. I was 17 years old when my father passed away and I went to stay with my sister. Soon after I moved in we had a falling out and I had to move out and live on my own. My sister ceased to support me financially and I had no other form of income. During this time, my boyfriend at the time shared his allowance with me so that I could have food to eat. He was also someone that I could talk to and who I felt understood me, giving the much-needed emotional support. Apart from him, I was also supported by sister's friends as well as her employer who would sometime offer me dinner and pay for me washing the dishes.

In 2004, my mother arranged that I could stay with some of her friends Welkom so that I had better living conditions while completing my matric year. My mother was still unable to support me financially and I relied heavily on my boyfriend and teachers for support. It was my teachers who encouraged me to apply for bursaries and some even assisted me with the applications. From these applications, I received an all-inclusive bursary for the next year to study at university.

After my relationship with my boyfriend ended, I met someone else who was eleven years older than me. A few months into our relationship I became pregnant with his child. I dropped out of my course because of my pregnancy and subsequently forfeited my bursary as a result. The father of my child supported me throughout the pregnancy and after.

After I gave birth, I was supported by my mother and my baby's father and this gave me time to focus on my future again. I successfully applied for a bursary again and I enrolled at the University of the Free State for a degree in Social Work. In 2010, graduated with a distinction and had a job waiting for me at the Department of Social Development. Having a job enabled me to provide for and sustain myself again.

Throughout my journey, I have always had someone who was there for me and supported me in the challenges that I was facing at any particular stage of my life. The challenges that I faced were similar to that which foster youth in South Africa go through as they go through their transition. I believe that having good network of support system and access to resource made the difference in my life. As such, I would like to create that for other young people that are in the similar or worse situation and give them a second chance at life.

APPENDIX C: Consent Form

CONSENT TO PARTICIPATE IN RESEARCH

The influence of Child Welfare Legislative and Policy Framework on the development and implementation of Youth Transition Programs which support and promoting successful transition to adulthood.

You are asked to participate in a research study conducted by **Tsakane M. Lesea** under the supervision of **Dr. Nosakhare Griffin-EL** from the Graduate School of Business at the University of Cape Town as part of the completion of Masters in Philosophy specializing in Inclusive Innovation.

Please read the information below and ask questions about anything you do not understand, before deciding whether or not to participate.

1. PURPOSE OF THE STUDY

The purpose of this study is find out what kind of policy and service interventions will improve the outcomes for foster youth, with the aim of developing a holistic transition program that will address the developmental and economic needs of foster care youth making transition to adulthood. This study will make a meaningful contribution towards the implementation of a developmental approach to social welfare and social work as it relates to services rendered to foster care youth transitioning to adulthood. This is particularly important because the South African Child Welfare System lacks research on implementation of developmental approach to services rendered to foster care beneficiaries making transition from adolescence to youth and adulthood. The lack of research on outcomes of foster care youth as they transition to adulthood is one of contributing factors that result in the needs of these youth not receiving attention from policy makers.

In addition this research will contribute to the process on innovating Holistic Youth Transition Programme aimed at preparing and equipping foster care adolescence adequately to make successful transition to adulthood. Through exposure to educational, employment and entrepreneurial opportunities, link with resources and support system to enable them to take full advantage of the opportunities available and build positive identity. In essence this program is designed to build and strengthen the resilience of youth aging out of foster care so that they are able to overcome the challenges that experience and start working on the life outside poverty and unemployment in their adult life.

1. PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following:

1. Participate in a tape-recorded interview, anticipated to last one-half hour to two hours long, in which the researcher will invite you to talk about may invite you to talk about your understanding and experience about the foster care system to inform the purpose of this study.
2. Following the interview, researchers will transcribe the recorded conversation and send you a copy. This turnaround is expected to take two to three weeks.
3. On being sent a copy of the transcribed interview, you are welcome to contact the interviewer to make editorial changes or add comments.
4. Access to interview transcript will be restricted to the exclusively to the researcher and will not be shared with other persons.
5. The names of all participants will be recorded using codes for example 'Participant A- 28 October 2014' to maintain confidentiality of all the participants. All transcripts and tapes will be destroyed at the end of research study to ensure confidentiality.

2. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Confidentiality will be maintained by using a codes instead of your name when transcribing the interview. Researchers will keep their interview tapes and pseudonym keys in a locked box separate from the transcripts for the semester. These materials will be handed to the supervisor at the end of the research process and will then be destroyed.

3. PARTICIPATION AND WITHDRAWAL

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer.

4. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact the researcher

Ms. Tsakane Lesea on her cell phone number 082 533 0303 or email address tmleseae@gmail.com.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____ Printed Name of Participant	_____ Date
_____ Signature of Participant	_____ Date
_____ Printed Name of Researcher	_____ Date
_____ Signature of Researcher	_____ Date

APPENDIX D: Foster Youth Interview Guide

FOSTER YOUTH INTERVIEW GUIDE

(These questions were also discussed with focus groups)

The following questions were used in the semi-structured interviews:

Part 1: Introduction

- Give a brief background of your life before and after being placed in foster.

Part 2: Experiences of receiving services during transitioning out of foster care system

1. Please give a brief background of your experience of the foster care system.
2. How would you describe your experience of services you have received to help you prepare and plan for your exit of the foster care system?
3. What are the challenges that you experienced with regard to accessing services that prepare you to make successful transition to adulthood?
4. What are the challenges that you experience during your transition out of foster care?
5. What do you think are your most pressing needs at this stage of your life?
6. What types of services did you receive before and after you exit the foster care system?
7. How do these services contribute to your development? Reference to education and economic outcomes.
8. What do you think is the role of your social worker during your transition out of foster care?

Part 3: Closing remarks

- Request for further follow ups, if necessary via telephone
- Vote of thanks for time and participation

APPENDIX E: Social Workers Interview Guide

SOCIAL WORKERS INTERVIEW GUIDE

The following questions were used in the semi-structured interviews:

Part 1: Introduction

- Give a brief background of your experience as a social worker.

Part 2: Experiences of rendering services to youth transitioning out of foster care system

1. Please give a brief background of your experience of the foster care system.
2. How would you describe your experience of the services that you have rendered to youth exiting the foster care system?
3. What are the challenges you experienced when rendering services to youth exiting the foster care system?
4. What are the challenges that foster youth experience during their transition out of foster care?
5. What do you think are the most pressing needs at this stage of their lives?
6. What type of services do you render youth before and after they exit the foster care system?
7. How do these services contribute to their development?
8. Would you say the services rendered to foster youth promote and facilitate their successful transition to adulthood, especially in terms of improving their educational and economic outcomes once out of the system?
9. What is your understanding of the developmental approach to social welfare and foster care programme?
10. Do you implement the developmental approach in your daily practices?
11. What are the challenges you experience with the developmental approach?
12. What do you think can be done to improve the services rendered to youth transiting out of foster care to facilitate successful transition to adulthood
13. What do you think the role of social worker is during the foster youth transition out of foster care?

Part 3: Closing remarks

- Request for further follow ups, if necessary via telephone
- Vote of thanks for time and participation

APPENDIX F: Information of Research Participants – Social workers

INFORMATION OF RESEARCH PARTICIPANTS – SOCIAL WORKERS

Geographical area	No. of years in practice	Gender	Race
Office B	10 years	Female	Black
	8 years	Female	Black
	6 years	Female	Black
	6 year	Male	Black
	5 years	Female	Black
	4 years	Female	Black
	3 years	Female	Black
	3 years	Female	Black
	1 year	Female	Black
	1 year	Female	Black
	1 year	Female	Black
Office A	27 years	Female	White
	27 years	Female	White
	20 years	Female	Black
	12 years	Female	Black
	8 years	Female	Black
	4 years	Female	Black
	3 years	Male	Black
	2 years	Male	Black
	2 years	Female	Black
	4 months	Female	Black
	4 months	Male	White

APPENDIX G: Information of Research Participants – Foster Youth

INFORMATION OF RESEARCH PARTICIPANTS – FOSTER YOUTH

Geographical area	No years foster care	Gender	Race	Grade	Age
Office B	5-10 years	Male	Black	11	21
	5-10 years	Male	Black	12	20
	5-10 years	Male	Black	11	20
	5-10 years	Female	Black	11	17
	5-10 years	Male	Black	11	19
	5-10 years	Female	Black	11	20
	5-10 years	Female	Black	11	18
	5-10 years	Male	Black	11	20
	5-10 years	Female	Black	11	18
	5-10 years	Male	Black	11	21
	5-10 years	Female	Black	11	20
	5-10 years	Female	Black	3	18
Office A	5-10 years	Male	Black	12	20
	5-10 years	Female	Black	12	18
	2- 5 years	Male	Black	10	18
	2-5 years	Female	Black	12	19
	5-10 years	Female	Black	8	19
	5-10 years	Male	Black	12	21
	5-10 years	Male	Black	9	18
	5-10 years	Male	Black	9	18
	5-10 years	Female	Black	11	18
	0-2 years	Female	Black	11	19
	5-10 years	Female	Black	12	18
	5-10	Female	Black	12	18
	5-10	Female	Black	12	18